Annual Performance Report for IDEA Part B

Iowa Department of Education

FFY 2012
(2012-2013)
Submitted February 3, 2014

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Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Plan Development:

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

Consistent with Memorandum OSEP 14-2, the SEA will report on slippage on the required measurement if necessary, the outcomes of improvement activities implemented in FFY 2012 (2012-2013). Additionally, the SEA will report on the correction of noncompliance identified in the FFY 2011 (2011-2012) reporting year as a result of the review conducted pursuant to 34 CFR §300.170(b), including the specific actions that were taken to verify the correction consistent with OSEP Memo 09-02.

The SEA will report to the public progress and/or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (https://www.educateiowa.gov/pk-12/special-education/state-requirements-reports) sometime after Feb 1, 2014 but no later than April 1, 2014, the FFY 2012 (2012-2013) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2012 (2012-2013) response letter to Iowa expected for receipt prior to July 1, 2014.

Performance of AEAs and LEAs on appropriate indicators will be posted by June 1, 2014.

AEA profiles are posted at: https://www.educateiowa.gov/pk-12/special-education/data-profiles

District profiles are posted at: https://www.educateiowa.gov/pk-12/special-education/data-profiles

Iowa's Accountability Workbook is available at:
https://www.educateiowa.gov/documents/pk-12/2013/04/iowas-accountability-workbook-revised-february-15-2011

Discussion of FFY 2011 (2011-2012) Needs Assistance Determination:

Iowa was determined to need assistance in implementing the requirements of Part B of the IDEA for the FFY 2011 (2011-12) reporting year. This was the second consecutive year Iowa was determined to need assistance. Determinations for both years, FFY 11 (2011-2012) and FFY 2010 (2010-2011), were based on Indicator 9 and Indicator 13 data. The State is required to discuss technical assistance (TA) resources accessed and types of actions taken as a result of receiving the TA.

Indicator 13 Technical Assistance Resources Accessed: The transition consultant at the Iowa Department of Education contacted Dr. Catherine Fowler and Dr. David Test of the National Secondary Transition Technical Assistance Center (NSTTAC) in September, 2012. NSSTAC encouraged Iowa to continue its improvement activities and to retain its rigorous measurement methods. NSTTAC staff provided guidance on ways to report Iowa's efforts in the Annual Performance Report (APR), but had no other suggestions for improvement activities. In addition, both NSTTAC and Iowa contacted OSEP regarding Iowa's meaningful change efforts and reliable data that were below 95%.

Indicator 9 Technical Assistance Resources Accessed: Dr. Daniel Reschly of Peabody College and Vanderbilt University provided two days of professional development (March 6, 2013 and March 7, 2013) for AEAs with disproportional representation in identification. Phone consultation and face-to-face consultation were provided by the Department. Resources from The Right IDEA website were shared during these consultations.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

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

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

Measureable and Rigorous Target:

The percent of youth with IEPs graduating from high school is a performance indicator, and states must align the targets for this measure to the measureable objectives for all students and subgroups used in the state's Accountability Workbook under the ESEA. After alignment, Iowa's targets for the remainder of this SPP range from 81.00% to 89.00%.

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

This is the third year that Iowa has reported using the Title I cohort graduation rate. The four-year fixed cohort graduation rate is calculated for the class of 2012 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out plus the total number of students who transferred in.

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

FG = First-time 9th grade students in fall of 2008 and graduated in 2012 or sooner
TIG = Students who transferred in grades 9 to 12 and graduate in 2012 or sooner
F = First-time 9th grade students in fall of 2008
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12
TO = Transfer out (including emigrates and deceased)

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students

on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students.

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

The five-year fixed cohort graduation rate, or extended rate, is calculated using a similar methodology as the four-year fixed cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2011-2012 school year) by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out plus the total number of students who transferred in. The five-year fixed cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Please note that this report will use the reporting year of FFY 2012 (2012-2013) for labeling of data, but the data for this indicator are from one year previous and include the graduating class of FFY 2011 (2011-2012).

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 87.00%.

Actual Target Data for FFY 2012 (2012-2013):

Actual target data for Indicator B1 for the FFY 2012 (2012-2013) reporting year are summarized in Figures B1.1 and B1.2.

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2012 (2012-2013), based on data from the graduating class of 2012. The actual data showed 72.74% of students with IEPs graduating high school with a regular diploma based on the Title I rate, while the measureable and rigorous target was 87.00%. In order to determine if this represents progress or slippage from FFY 2011 (2011-2012) we use the comparison of the prior year's Title I rate of 69.96%. Figure B1.1 shows an increase of 2.78% from the prior fiscal year using the comparable measure.

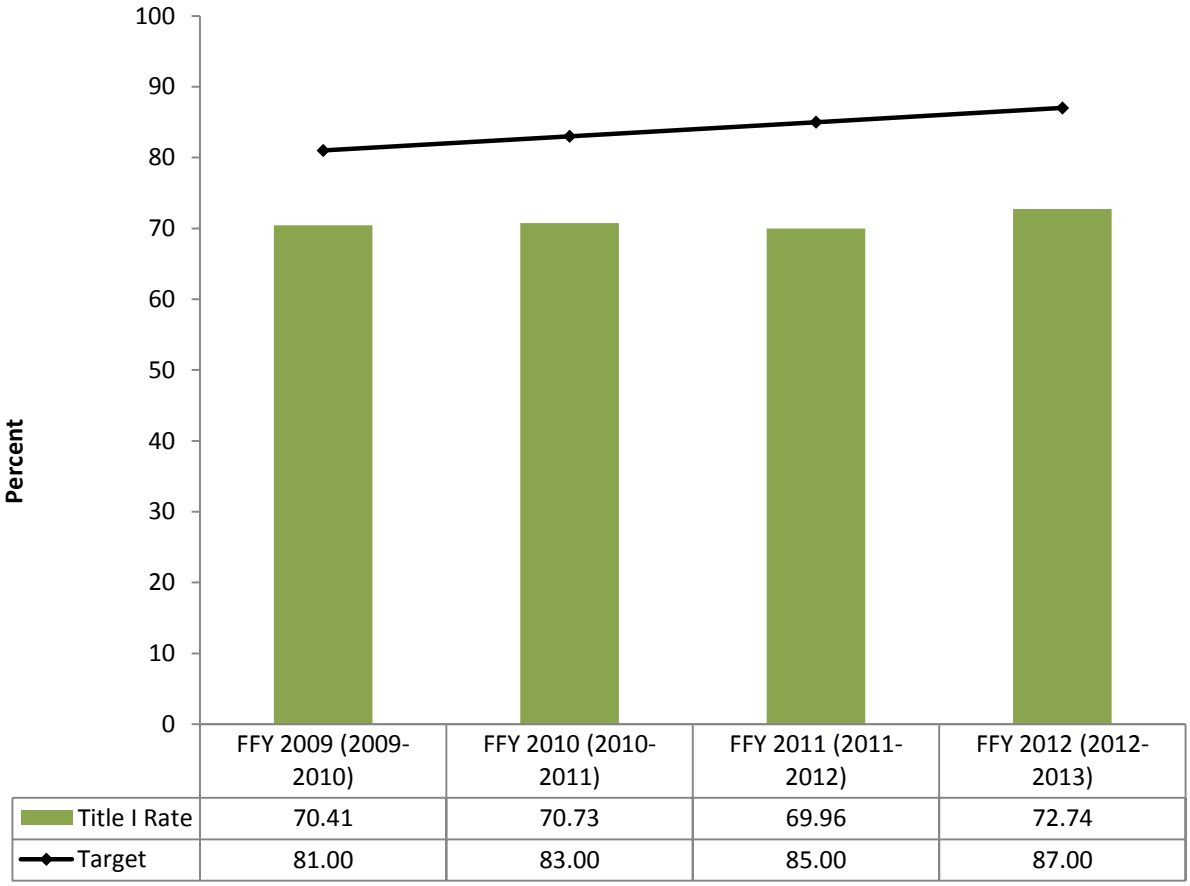
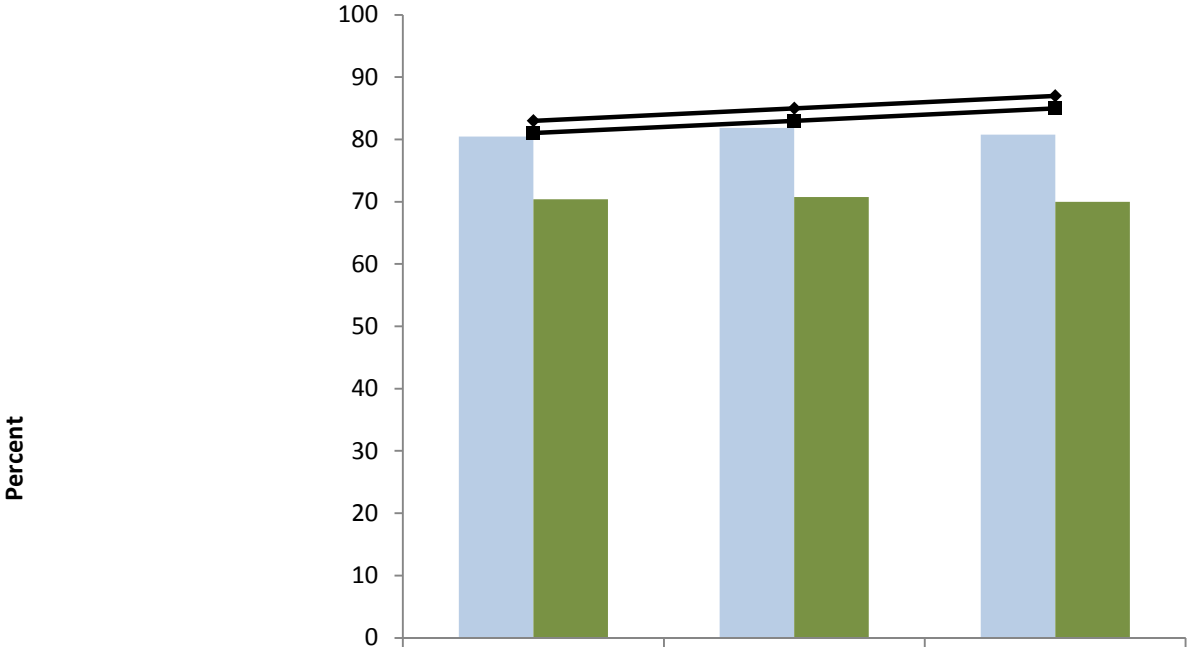


Figure B1.1. Percent of youth with IEPs graduating high school with a regular diploma based on the Title I Rate. *Source. Iowa Department of Education Project EASIER, FFY 2009 (2009-2010) through FFY 2012 (2012-2013) reporting year*

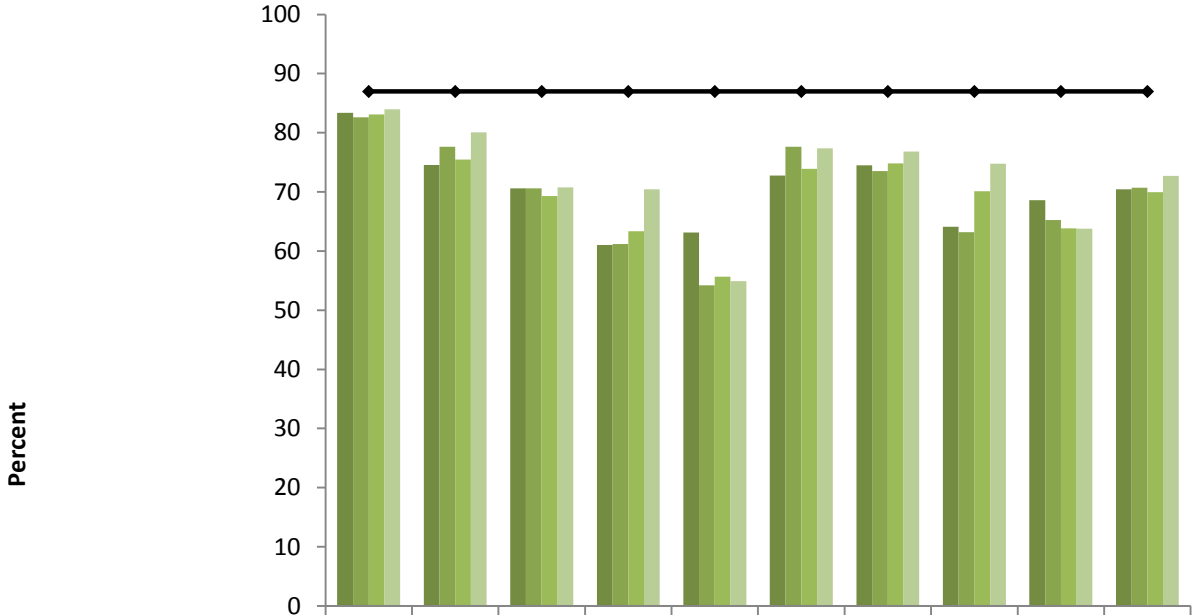
Figure B1.2 shows extended rate for the cohort of students who entered the ninth grade in 2007. The data demonstrate that when these students were given an additional year to complete graduation requirements the percentage of students graduating with a regular high school diploma increased 10.80%.



	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
Extended Rate	80.44	81.84	80.76
Prior Year Title I Rate	70.41	70.73	69.96
Target - Extended Rate	83.00	85.00	87.00
Target - Prior Year Title I Rate	81.00	83.00	85.00

Figure B1.2. Percent of youth with IEPs graduating high school with a regular diploma based on the Extended Rate.
Source. Iowa Department of Education Project EASIER, FFY 2010 (2010-2011) through FFY 2012 (2012-2013) reporting year

Figure B1.3 depicts performance for each AEA and the State of Iowa in FFY 2009 (2009-2010), FFY 2010 (2010-2011), FFY 2011 (2011-2012), and FFY 2012 (2012-2013) reporting years using the Title I rate, against the FFY 2012 (2012-2013) target of 87.00%.



	1	7	8	9	10	11	12	13	15	State
FFY 2009 (2009-2010)	83.37	74.53	70.62	61.03	63.14	72.75	74.48	64.11	68.60	70.41
FFY 2010 (2010-2011)	82.60	77.63	70.59	61.18	54.21	77.66	73.50	63.17	65.22	70.73
FFY 2011 (2011-2012)	83.07	75.48	69.30	63.36	55.68	73.90	74.81	70.09	63.83	69.96
FFY 2012 (2012-2013)	83.95	80.09	70.76	70.46	54.89	77.37	76.82	74.77	63.81	72.74
Target	87.00	87.00	87.00	87.00	87.00	87.00	87.00	87.00	87.00	87.00

Figure B1.3. Percent of youth with IEPs graduating high school with a regular diploma based on the Title I rate, by AEA.
Source. Iowa Department of Education Project EASIER, FFY 2009 (2009-2010) through FFY 2012 (2012-2013) reporting year

Figure B1.3 indicates that for the FFY 2012 (2012-2013) reporting year, zero AEAs met the Measurable and Rigorous Target of 87.00%. Seven of nine AEAs showed improvement from the FFY 2011 (2011-2012) reporting year.

Tables B1.1 provides numbers and percentages for each AEA and the State for Title I rate. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Title I Rate FFY 2012 (2012-2013) reporting year

AEA	1	7	8	9	10	11	12	13	15	State
(a) n of on-time graduates in 2012	293	531	196	291	337	858	275	323	275	3380
(b) n of 9th graders in fall 2008	393	776	335	489	719	1279	412	505	499	5462
(c) n of students transferred out	44	113	58	76	105	170	54	73	68	815
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a high school diploma	83.95	80.09	70.76	70.46	54.89	77.37	76.82	74.77	63.81	72.74

Source. Iowa Department of Education Project EASIER, FFY 2012 (2012-2013) reporting year, FFY 2011 (2011-2012) Data Year

Figure B1.4 depicts performance for each AEA and the State of Iowa in FFY 2012 (2012-2013) reporting year using the extended rate for students who entered the ninth grade in 2007. All AEAs showed a measurable increase in the percent of students graduating with a regular diploma using the extended rate.

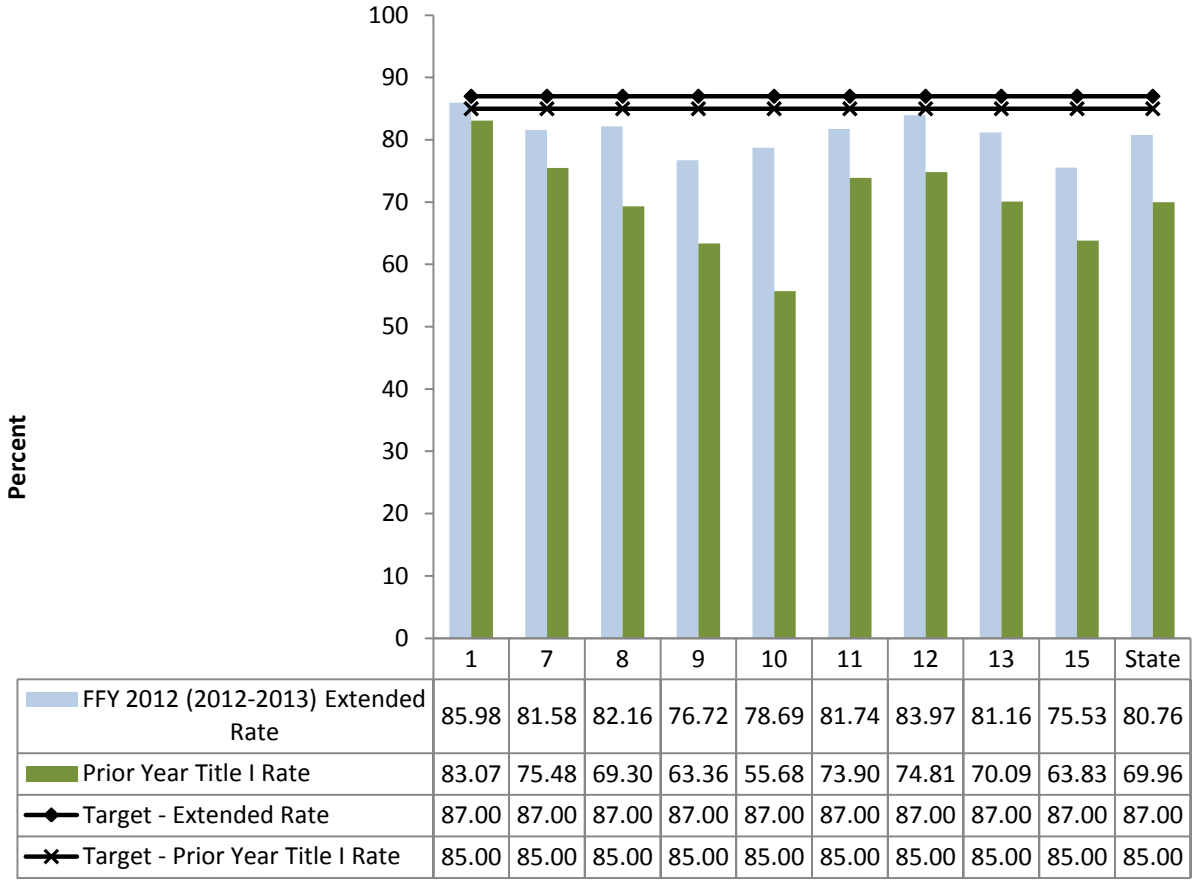


Figure B1.4. Percent of youth with IEPs graduating high school with a regular diploma based on the Title I Rate and Extended Rate, by AEA. *Source. Iowa Department of Education Project EASIER, FFY 2010 (2010-2011) through FFY 2012(2012-2013) reporting year*

Table B1.2 provides numbers and percentages for each AEA and the State for extended rate calculation. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.2
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Extended Rate FFY 2012 (2012-2013) reporting year

AEA	1	7	8	9	10	11	12	13	15	State
(a) n of on-time graduates in 2012	325	589	281	356	554	1092	330	379	355	4261
(b) n of 9th graders in fall 2007	436	836	413	583	849	1561	462	545	565	6250
(c) n of students transferred out	58	114	71	119	145	225	69	78	95	974
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a high school diploma	85.98	81.58	82.16	76.72	78.69	81.74	83.97	81.16	75.53	80.76

Source. Iowa Department of Education Project EASIER, FFY 2012 (2012-2013) reporting year, FFY 2011 (2011-2012) Data Year

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B1.3.

Table B1.3
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Program development. Iowa Safe and Supportive Schools Index will be established across all districts in Iowa participating in Conditions for Learning Survey. The IS3 Index calculation is based on attendance, graduation, dropout, suspensions/expulsions and survey results across the domains of Safety, Engagement and Environment (Conditions for Learning).	Established safety score across all districts; identification of systemic needs and support provided based on needs

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). Slippage did not occur for Indicator 1.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement: Percent = [(# of students who exited special education as dropouts) divided by the (# of special education students who graduated with a regular diploma plus the number of special education students who reached maximum age plus the number of students who dropped out plus the number of special education students who died)] times 100.

Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) Report of Children with Disabilities Exiting Special Education. (ED*Facts* file specification N009).

Measureable and Rigorous Target:

Indicator 2 is a performance indicator for which states were allowed to set their own targets with the input of stakeholders. The target for FFY 2012 (2012-2013) is summarized in the table below.

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	The percent of youth with IEPs dropping out of high school will be less than or equal to 10.56%.

Actual Target Data for FFY 2012 (2012-2013):

Actual target data for Indicator B2 for FFY 2012 (2012-2013) are summarized in Figure B1.1.

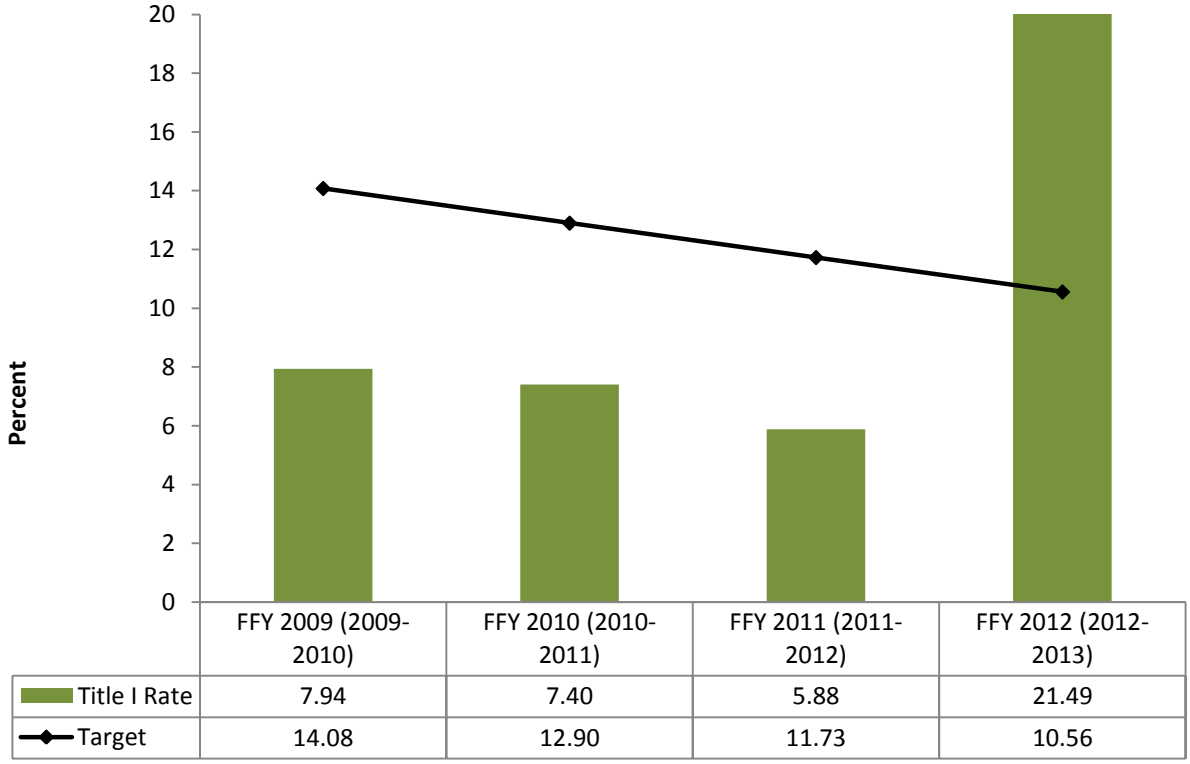


Figure B2.1. State Percent of Students with IEPs Dropping Out. *Source. Iowa Department of Education Project EASIER Tables, FFY 2009 (2009-2010) through FFY2011 (2011-2012) reporting year. 618 Table 4 Exiting FFY 2012 (2012-2013) reporting year. Note. Target range is less than or equal to target value.*

For the FFY 2012 (2012-2013) reporting year, the four-year cohort dropout rate was 21.49% using the new required measurement. The four-year cohort dropout rate based increased from 5.88% in FFY 2011 (2011-2012) substantially due to the new calculation.

Figure B2.2 shows the percent of students with IEPs dropping out for the FFY 2009 (2009-2010) through FFY 2012 (2012-2013) reporting years for each Area Education Agency (AEA) and the State. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document).

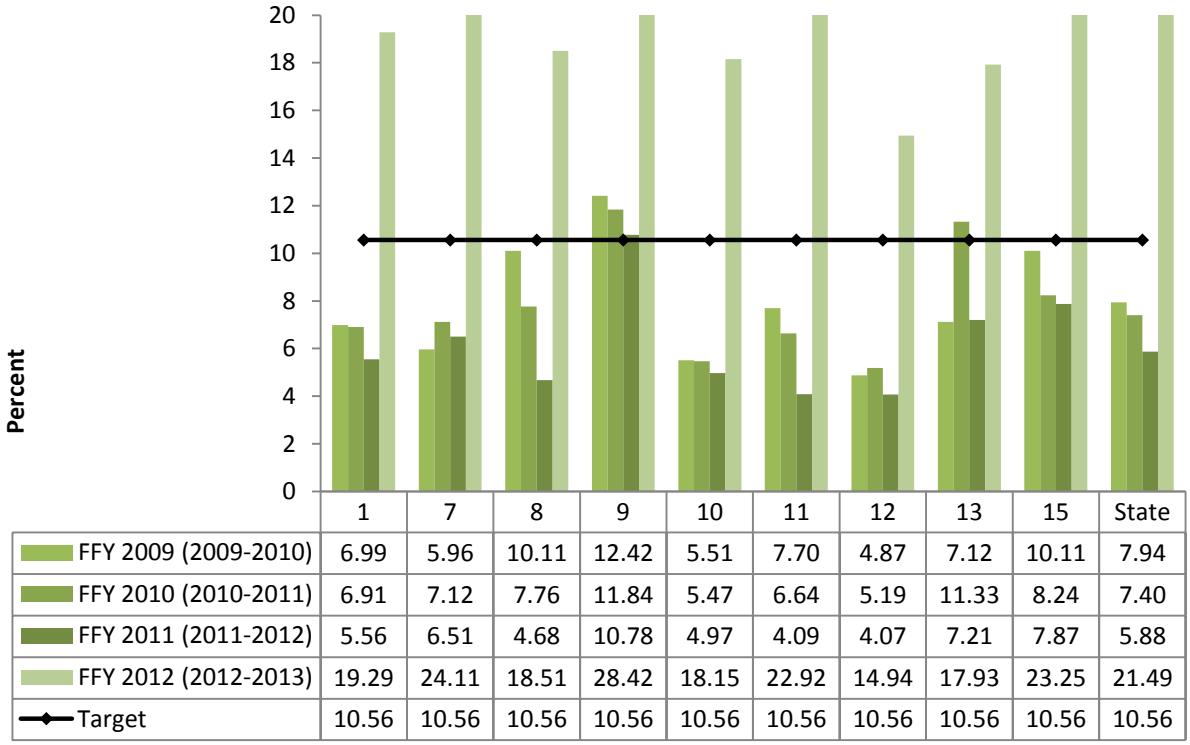


Figure B2.2. Percent of Students with IEPs Dropping Out Across AEAs and the State, FFY 2009 (2009-2010) - FFY 2012 (2012-2013). *Source. Iowa Department of Education Project EASIER Tables, FFY 2009 (2009-2010) through FFY2011 (2011-2012) reporting year. 618 Table 4 Exiting FFY 2012 (2012-2013) reporting year. Note. Target range is less than or equal to target value.*

Figure B2.2 indicates that the percent of students with IEPs dropping out ranged from a low of 14.94% to a high of 28.42% among the state's AEAs. None of the AEAs met the target using the new required measurement.

Data in table B2.1 represent: (a) the number of students with IEPs exiting special education as drop outs (b) the number of students with IEPs who graduated with a regular diploma plus the number of special education students who reached maximum age plus the number of students who dropped out plus the number of special education students who died

Table B2.1
Number and Percent of Students with IEPs Dropping Out, by AEA
FFY 2012 (2012-2013) reporting year

AEA	1	7	8	9	10	11	12	13	15	State
(a) n of dropouts in 2012	65	156	52	133	110	253	49	83	93	997
(b) n graduated, reached maximum age, dropped out, died	337	647	281	468	606	1104	328	463	400	4639
(c) Percent of youth with IEPs dropping out	19.29	24.11	18.51	28.42	18.15	22.92	14.94	17.93	23.25	21.49

Source. IDEA 618 Table 4 Exiting, FFY 2012 (2012-2013) reporting year

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B2.2.

Table B2.2
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Evaluation. Data were verified within the Project EASIER system.	Improved accuracy of dropout data.
Evaluation. Dropout data and related results were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, Iowa Collaboration for Youth Development, and the Learning Supports Advisory Team.	Stakeholders reinforced that the Learning Supports Advisory Team should continue as an active team to provide critical input/direction to Learning Supports, and the indicators of Graduation, Dropout and Suspension/Expulsion. Further, interventions/work should focus on schools in most need of assistance within a strong continuous improvement model.
Evaluation. The Learning Supports Advisory Team was convened bi-monthly to investigate additional initiatives/technical assistance/programs to support all children/youth and prevent them from dropping out of school.	Bi-monthly meetings were convened; meeting results were analyzed and reported back to LSAT to improve process, function and products; state data were analyzed; the following were specific recommendations from LSAT: 1) Learning Supports should continue to be supported within the AEAs through FTE, and the Learning Supports Consultants at each AEA, as well as Challenging Behavior Specialists and PBIS coaches should continue, 2) Learning Supports should continue to be embedded into existing programs/initiatives at the Department, 3) Learning Supports Advisory Team should continue with an active role in determining #4 below, 4) To impact the culture/climate of schools and support the skills necessary to remain in school, the SEA should develop/establish (a) Culture/climate standards, (b) social/emotional learning Core Curriculum, and (c) measures for Conditions for Learning to provide data for schools to make critical decisions, and follow impact/progress over time.
Provide technical assistance. The SEA used dropout data in making annual AEA and LEA determinations during FFY 2010 (2010-2011).	All LEAs and AEAs were notified of determinations status. One district is being monitored for performance on dropout based on FFY 2007 data. The district has developed a corrective action plan and is receiving technical assistance from the AEA and SEA.
Program Development. Develop a strong continuous improvement model using existing SEA models: Instructional Decision-Making (IDM) and Positive Behavioral Interventions and Supports across the six Learning Supports content areas.	Model developed and used within select schools in most need of assistance
Improve Data Collection and Reporting The following will be developed: (1) Measures for Conditions for Learning to provide data for schools to make critical decisions, and follow impact/progress over time, (2) Culture/climate standards, (3) Social/emotional learning Core Curriculum.	(1) Established reliable/valid measures of Conditions for Learning used at the individual student, school, LEA, AEA and SEA level, (2) Standards established, (3) Social/emotional learning Core Curriculum developed linked to standards and measures of Conditions for Learning

Discussion of Slippage That Occurred for FFY 2012 (2012-2013). Iowa attributes slippage for Indicator B2 for FFY 2012 (2012-2013) to new required measurement. Using prior measurement, Iowa showed a decrease in the percent of students with disabilities dropping out. Guidance from OSEP states that "states may choose to reset baseline and reestablish targets through FFY 2012." Iowa choose not to do so.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

B. Participation rate for children with IEPs.

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

A.1 AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

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

C. Proficiency rate percent = ([(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Data Source:

3A.1 AYP data used for accountability reporting under Title I of the ESEA.

3B. Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specification N/X081).

3C. Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specifications N/X075 and N/X078).

Measurable and Rigorous Target:

Indicator B3A is a performance indicator for which states were allowed to set their own targets with the input of stakeholders. Indicators B3B and B3C are performance indicators for which the targets are aligned to the Annual Measureable Objectives for all students that are found in Iowa's Accountability

Workbook for the Elementary and Secondary Education Act (ESEA). Targets for FFY 2012 (2012-2013) are summarized in the table below.

<table>
<tr><th>FFY</th><th>Measurable and Rigorous Target</th></tr>
<tr><td>2012
(2012-2013)</td><td>
A. 65% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.
B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.
C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:
<table>
<tr><td>Grade</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>11</td></tr>
<tr><td>Reading</td><td>93.50%</td><td>94.00%</td><td>94.10%</td><td>92.40%</td><td>92.90%</td><td>93.30%</td><td>94.80%</td></tr>
<tr><td>Math</td><td>93.50%</td><td>93.70%</td><td>94.20%</td><td>93.20%</td><td>93.00%</td><td>93.00%</td><td>94.80%</td></tr>
</table>
Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.
</td></tr>
</table>

Actual Target Data for FFY 2012 (2012-2013):

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

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

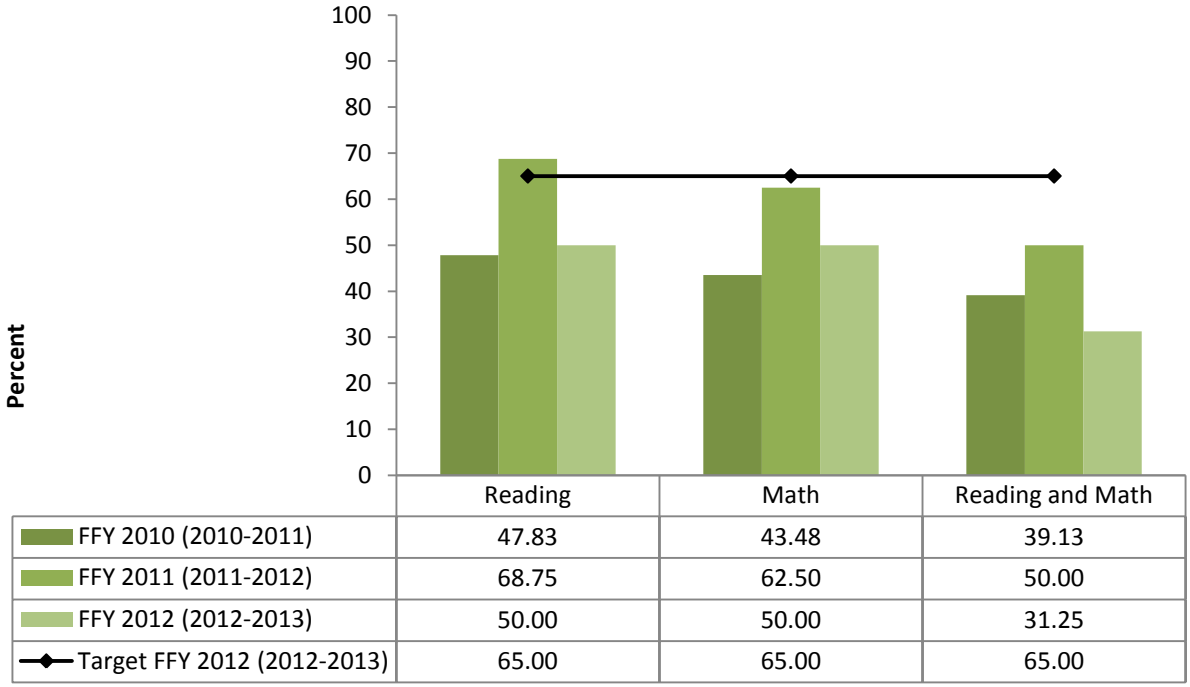


Figure B3.1. Percent of Districts with Minimum N that Met Adequate Yearly Progress, FFY 2010 (2010-2011) through FFY 2012 (FFY 2012-2013), Against State Target. *Source. Iowa Department of Education AYP Database, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).*

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

Districts Meeting AYP for SWD	Met AYP for SWD Reading	Met AYP for SWD Math	Met AYP for SWD Reading and Math
16 districts met N of 30 in grade spans 3-5, 6-8, and 11	8 of 16 districts	8 of 16 districts	5 of 16 districts

Source. Iowa Department of Education AYP Database, FFY 2012 (2012-2013).

The State did not meet the target of 65.00% for Indicator B3A with 31.25% of districts meeting AYP.

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

Data on participation in statewide reading assessments are summarized in Figure B3.2 and in Table B3.2. Data on participation in statewide math assessments are summarized in Figure B3.3 and Table B3.3. Please note that a total percentage for participation in grades 3-8 and 11, inclusive, for math and for reading is included in each table, but Iowa does not report on targets for these totals. Iowa set targets for each grade level and subject in the state's accountability workbook for ESEA, and those targets are reported here.

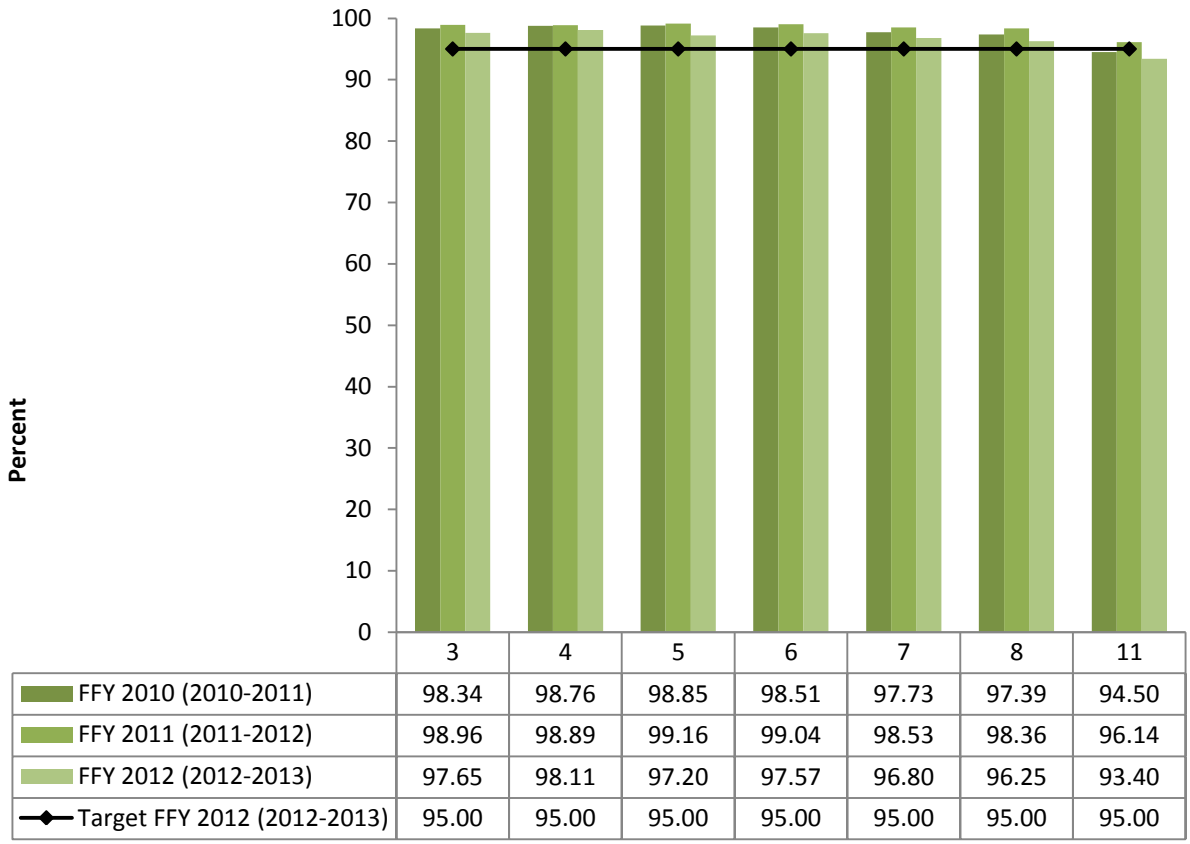


Figure B3.2 Participation Rate in Reading, FFY 2010 (2010-2011) through FFY 2012 (FFY 2012-2013), Against State Target.
Source. Iowa Department of Education AYP Database, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

Table B3.2
FFY 2012 (2012-2013) Participation Rates in Statewide Assessments: Reading

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4544	4910	5065	4942	5064	4853	4199	33577
(b) # of children with IEPs in regular assessment with or without accommodations (percent = [(b) divided by (a)] times 100)	4138 91.07%	4544 92.55%	4619 91.19%	4509 91.24%	4616 91.15%	4393 90.52%	3675 87.52%	30494 90.82%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	299 6.58%	273 5.56%	304 6.00%	313 6.33%	286 5.65%	278 5.73%	247 5.88%	2000 5.96%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	107	93	142	120	162	182	277	1083
(g) Overall Participation Rate [=(b+c+d+e)/a]	4437 97.65%	4817 98.11%	4923 97.20%	4822 97.57%	4902 96.80%	4671 96.25%	3922 93.40%	32494 96.77%

*Source. Information Management System, FFY 2012 (2012-2013); Iowa Department of Education AYP Database, FFY 2012 (2012-2013). * Indicates that Iowa's assessment is currently in development.*

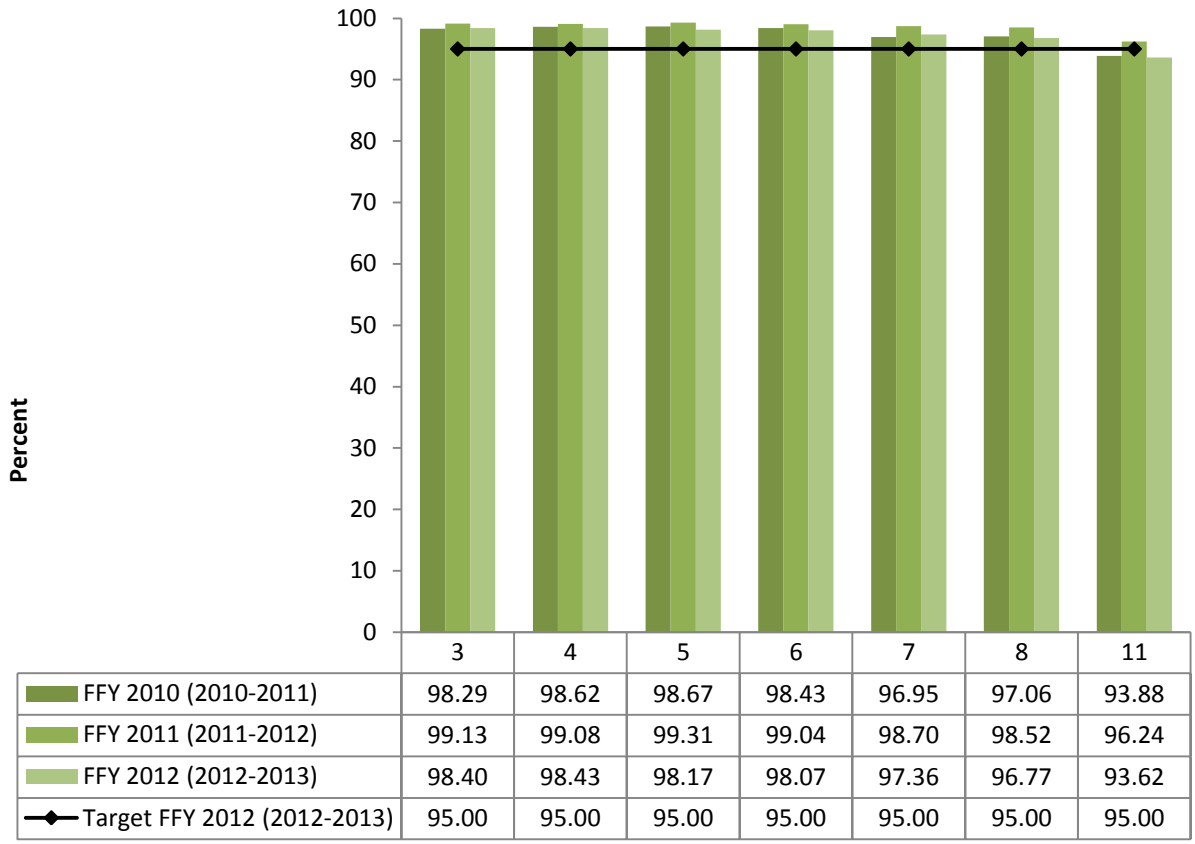


Figure B3.3 Participation Rate in Math, FFY 2010 (2010-2011) through FFY 2012 (FFY 2012-2013), Against State Target.
Source. Iowa Department of Education AYP Database, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

Table B3.3
FFY 2012 (2012-2013) Participation Rates in Statewide Assessments: Mathematics

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4506	4894	5020	4918	5039	4830	4184	33391
(b) # of children with IEPs in regular assessment with or without accommodations (percent = [(b) divided by (a)] times 100)	4139 91.86%	4548 92.93%	4631 92.25%	4513 91.76%	4618 91.65%	4400 91.10%	3671 87.74%	30520 91.40%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	295 6.55%	269 5.50%	297 5.92%	310 6.30%	288 5.72%	274 5.67%	246 5.88%	1979 5.93%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	72	77	92	95	133	156	267	892
(g) Overall Participation Rate [=(b+c+d+e)/a]	4434 98.40%	4817 98.43%	4928 98.17%	4823 98.07%	4906 97.36%	4674 96.77%	3917 93.62%	32499 97.33%

*Source. Information Management System, FFY 2012 (2012-2013); Iowa Department of Education AYP Database, FFY 2012 (2012-2013). * Indicates that Iowa's assessment is currently in development.*

For FFY 2012 (2012-2013), the State of Iowa exceeded measurable and rigorous targets for participation rates in reading and math for all grades except 11.

The third measurement (C) of Indicator 3 is the performance of students with disabilities in statewide assessments of reading and math. Reading performance is summarized in Figure B3.4 and Table B3.4, while math performance is summarized in Figure B3.5 and Table B3.5. Please note that a total percentage for proficiency in grades 3-8 and 11, inclusive, for math and for reading is included in each table, but Iowa does not report on targets for these totals. Iowa set targets for each grade level and subject in the state's accountability workbook for ESEA, and those targets are reported here. Public reports of assessment results can be found on the Iowa Department of Education's website at https://www.educateiowa.gov/data-reporting/district-aea-reports.

Figure B3.4 summarizes the trend for reading performance of students with disabilities from FFY 2010 (2010-2011) to FFY 2012 (2012-2013).

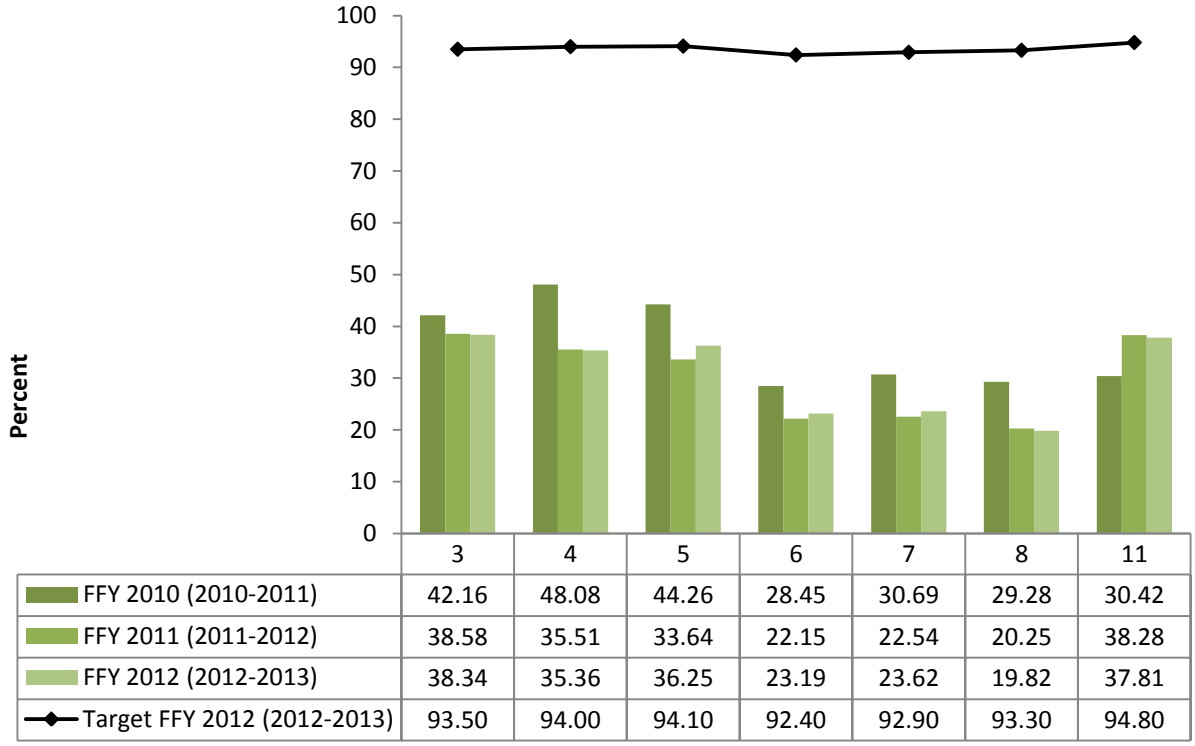


Figure B3.4. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Reading, FFY 2010 (2010-2011) through FFY 2012 (2012-2013), Grades 3-8 and 11. *Source. Iowa Department of Education AYP Database, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).*

Table B3.4 presents FFY 2012 (2012-2013) reading performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; and (b) the overall number and percent of children with IEPs proficient.

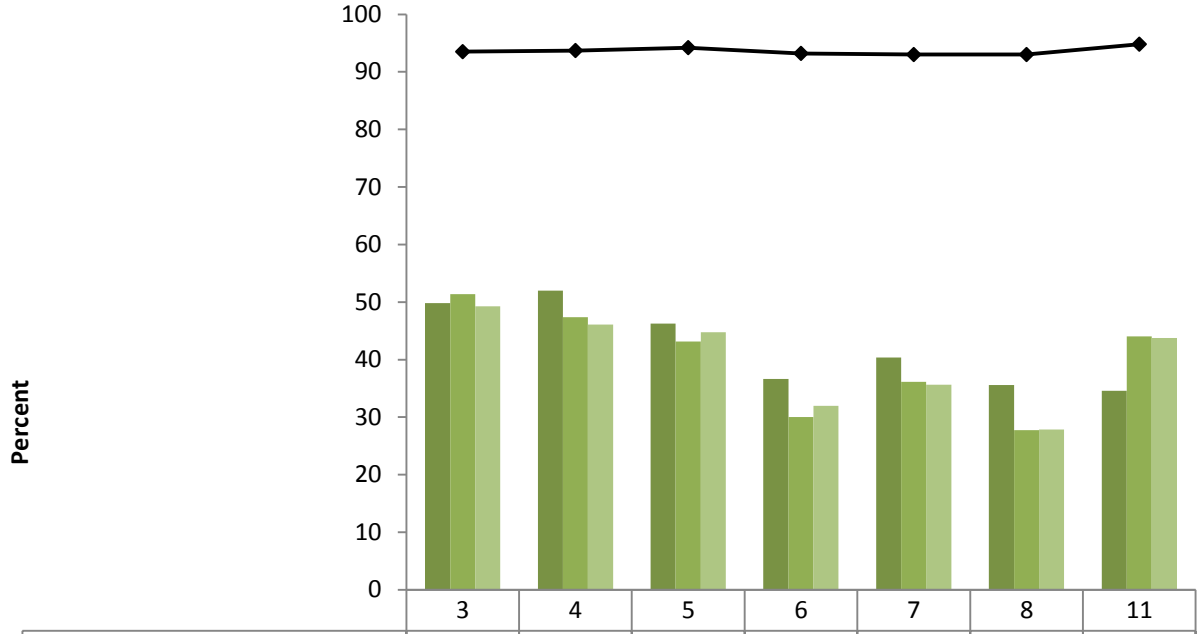
Table B3.4
Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4437	4816	4922	4822	4902	4671	3922	32492
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or without accommodations (percent = [(b) divided by (a)] times 100)	1701 38.34%	1703 35.36%	1784 36.25%	1118 23.19%	1158 23.62%	926 19.82%	1483 37.81%	9873 30.39%

Source. Iowa Department of Education AYP Database, FFY 2012 (2012-2013).

The State of Iowa did not meet the target in reading for FFY 2012 (2012-2013) for any grade. Performance in reading for FFY 2012 (2012-2013) improved from performance in reading for FFY 2011 (2011-2012), for grades 5, 6 and 7 but declined for grades 3, 4, 8 and 11.

Figure B3.5 summarizes trend for mathematics performance of students with disabilities from FFY 2010 (2010-2011) to FFY 2012 (2012-2013).



	3	4	5	6	7	8	11
FFY 2010 (2010-2011)	49.84	51.98	46.27	36.63	40.34	35.60	34.61
FFY 2011 (2011-2012)	51.35	47.38	43.15	30.01	36.12	27.76	44.05
FFY 2012 (2012-2013)	49.28	46.12	44.77	31.95	35.61	27.83	43.73
Target FFY 2012 (2012-2013)	93.50	93.70	94.20	93.20	93.00	93.00	94.80

Figure B3.5. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Math, FFY 2010 (2010-2011) through FFY 2012 (2012-2013), Grades 3-8 and 11. *Source. Iowa Department of Education AYP Database, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).*

Table B3.5 presents FFY 2012 (2012-2013) math performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; and (b) the overall number and percent of children with IEPs proficient.

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

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4434	4816	4927	4823	4906	4674	3917	32497
(b) # of children with IEPs in assessed grades who are proficient or above (percent = [(b) divided by (a)] times 100)	2185 49.28%	2221 46.12%	2206 44.77%	1541 31.95%	1747 35.61%	1301 27.83%	1713 43.73%	12914 39.74%

Source. Iowa Department of Education AYP Database, FFY 2012 (2012-2013).

The State of Iowa did not meet the target in math for FFY 2012 (2012-2013) for any grade. Performance in math for FFY 2012 (2012-2013) improved from performance in math for FFY 2011 (2011-2012), for grades 5, 6 and 8 but declined for 3, 4, 7, and 11.

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

Discussion of Improvement Activities That Occurred for FFY 2012 (2012-2013). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B3.6.

Table B3.6
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Provide Technical Assistance. An Exploration of Strategist II Teachers' Content Knowledge, Practices, and Dispositions Relating to Literacy for Students with Significant Disabilities.	To identify the literacy content knowledge, practices, and dispositions of strategist II teachers in the state of Iowa To describe how strategist II teachers design and implement literacy instruction for students with significant disabilities To describe how strategist II teachers assess student literacy progress and how that information guides literacy instructional practice To develop a means to describe and ascertain student literacy outcome data related to professional development To develop implications and recommendations for professional development to support strategist II teachers in providing an individualized and rigorous comprehensive literacy program for students with significant disabilities.
Provide Technical Assistance. Support the on-site implementation of the Literacy Projects for Students with Disabilities and the System-wide change efforts that allow them to be effective. This support is with the AEAs and LEAs. Continue with the implementation and support to the 45 plus certified LETRS and Iowa Reading Foundations trainers in their sites.	Increased literacy skills and outcomes for students with IEPs. Increased skills of educators that work with students with IEPS. Implementation of research/evidence practices in classrooms.
Provide Training/Professional Development. Design for multiyear and sustainable professional learning opportunities for educators that work with students with disabilities. Immediate focus on literacy skills.	Increased literacy skills and outcomes for students with IEPs. Increased skills of educators that work with students with IEPS. Implementation of research/evidence practices in classrooms.
Provide Training/Professional Development. Initial Learning Opportunities available and in use . Focus on- Literacy for Students that Need Intensive Instruction and Interventions.	Increased literacy skills and outcomes for students with IEPs. Increased skills of educators that work with students with IEPS. Implementation of research/evidence practices in classrooms.
Clarify/Examine/Develop Policies and Procedures. Identify universal screening and progress monitoring assessments to be used in a statewide RtI system for reading PreK – 6.	Identification and public sharing of appropriate universal screening and progress monitoring assessments. Procedures for assisting LEAs and AEAs in identifying appropriate universal screening and progress monitoring assessments.
Provide Training/Professional Development. Train all PreK – 6 grade educators on administering and scoring universal screening and progress monitoring assessments in reading.	Increase the fidelity of Iowa educators in administering and scoring universal screening and progress monitoring assessments.
Improve Data Collection and Reporting. Build an RtI database for PreK – 6 in reading that will allow schools to input data, review data, and use	Beta test RtI database for data input and output that will assist Iowa's educators in making better

Improvement Activity	Measurable Outcomes
data to identify and address needs of: students, grades, buildings and districts	decisions at the student, grade, building, district and state levels.
Clarify/Examine/Develop Policies and Procedures. Conduct research to determine research-based grade level goals for reading to be used in a standards-based IEP system K – 6.	Implementation of a standards-based IEP system for reading K – 6 that includes research-based grade level reading goals.
Provide Training/Professional Development. Implement standards-based IEP goals in reading for K – 6	Implementation of standards-based IEPs in reading K-6 for all students.
Clarify/Examine/Develop Policies and Procedures. Develop protocols for data teams to assist them when they review universal screening and progress monitoring data	A protocol to be used for reviewing universal screening data 3 X a year. A protocol to be used for reviewing progress monitoring data throughout the school year.
Clarify/Examine/Develop Policies and Procedures. Identify and review reading practices that are used for targeted and intensive reading instruction for those K – 6 who require additional instruction	Identification and public sharing of appropriate targeted and intensive reading instruction. Procedures for assisting LEAs and AEAs in identifying appropriate targeted and intensive reading instruction
Provide training/professional development. The Vinton-Shellsburg School District began working with the DE on an Action Research Project for Literacy at the end of the 2010 school year.	Establishment of Specially Designed Instruction in Reading Action Res. Site by May of 2010.
Improve Systems Administration and Monitoring. Increase coordination of initiatives and efforts that promote and produce increased collaboration and efficiency that leads to greater outcomes for students with disabilities.	Alignment of efforts across all entities, SEA, AEAs, LEAs, and Institutes of Higher Education (IHE). Increased collaborative efforts. Increased student on IEP achievement.
Provide training/professional development. The Vinton-Shellsburg School District began working with the DE on an Action Research Project for Literacy at the end of the 2010 school year.	Establishment of Specially Designed Instruction in Reading Action Res. Site by May of 2010.
Improve Systems Administration and Monitoring. Increase coordination of initiatives and efforts that promote and produce increased collaboration and efficiency that leads to greater outcomes for students with disabilities.	Alignment of efforts across all entities, SEA, AEAs, LEAs, and Institutes of Higher Education (IHE). Increased collaborative efforts. Increased student on IEP achievement.
Improve Systems Administration and Monitoring. Increase knowledge and support of researched, evidenced based and promising best practice through data analysis and investigation.	Increased alignment of resources and projects toward sustainable outcomes. Increased achievement for students with IEPs at supported sites.
Provide Training/Professional Development. Increase the capacity of AEA and LEA educators that work with students on IEPs to work with one another in improving the outcomes of students with disabilities.	The Iowa Core Curriculum /Common Core aligned to the continuum of students with disabilities. The performance of students with disabilities increased in reading and math on state assessments.

Improvement Activity	Measurable Outcomes
Provide Training/Professional Development. Continue with the Action Research Site, year one of a possible 5-year plan.	This project in Vinton-Shellsburg, will help the state determine what types of supports and learning is needed in order to close the gap in reading for persistently struggling students. This will also help the state to create a center of excellence in the area of Specially Designed Instruction in Reading within one of the AEAs in the state. Data will be gathered and analyzed and an evaluation plan is established. In addition: four smaller rural districts in Iowa are also participating in a similar project.
Provide Training/Professional Development. Use of Instructional Coaches to change practice.	The SEA is interested in building the skills of special educators to coach one another on strategies that are needed to accelerate progress for students with IEPs. The SEA is using content from the Dr. Jim Knight training that is currently being conducted in Iowa on Instructional Coaching. The AEAs in Iowa have sent teams through this training during the last 2 years. On-site Coaching is being used in the Action Research Sites in the state.
Provide Technical Assistance. The SEA /DE is currently overseeing and coordinating the development of a Team of Educators that are highly trained in Literacy Instruction for Students with Disabilities. This development and oversight will continue into the future.	The state will have : 1. Cohort 1 of LETRS Certified Trainers- Fully Certified by Nov. 2011 in Modules 1-12. There are 14 Trainers. 2. Cohort LETRS Trainers will begin working with teachers in selected districts. LETRS Training and System Level work will begin in Fall of 2011 and continue into 2012-13 school year. 3. Cohort 2 – Certified in Modules 1-3 and 4, 7 & 8 by June of 2012. 4. Iowa Foundations in Specially Designed Lit. – There is the original site in Vinton who is in Year 2 and Implementing. There is also a new site in the Benton CSD in Year 1. 5. A database set up that houses the information about these Trainers and their Sites of implementation. 6. An established Learning Community with the LETRS and Iowa Foundations Trainers that meets periodically through the year and provides support to one another.
Evaluation. The SEA has established methods and developed tools that will be used to assess the impact of the professional learning in the sites where LETRS Trainers and Iowa Foundations Trainers are working. This information will be gathered and organized during this year.	The state will have: 1. A process outlined as to the evaluation information that will be required of each LETRS and Iowa Foundations Site/Trainer. 2. Tools for the Trainers to use. 3. The methods in place for gathering and processing the data gathered. 4. The beginnings of a database of Evaluation data for these projects.
Provide Training/Professional Development. Literacy, Language, & Communication for Students with Significant Developmental Disabilities: Reading Potential through Systemic & Sustainable Statewide Professional development that targets and delivers a range of instructional topics and methods to increase the literacy and communication skills of students who participate in the Iowa Alternate Assessment	Professional development with instructional coaching/support in order build the knowledge and skills of AEA and LEA personnel Increase statewide capacity of experts in the area of literacy and communication for students with significant disabilities. Comprehensive Literacy PD Modules constructed for future PD and Research on Professional Development Learning

Improvement Activity	Measurable Outcomes
Provide Training and Professional Development. Comprehensive Communication Course: Students with Significant Disabilities. In partnership with University of Northern Iowa, Gayle Porter **Senior Clinician Speech Pathology Cerebral Palsy Education Centre Australia** & Linda Burkhart , Simplified Technology, MD. Participants demonstrate understanding in the delivery of communication systems , techniques for expanding communication communities and methods to increase student engagement and communicative competencies.	Professional development with instructional coaching/support in order build the knowledge and skills of AEA and LEA personnel Increase statewide capacity of experts the area of communication
Program Development. An Exploration of Strategist II Teachers' Content Knowledge, Practices, and Dispositions Relating to Literacy for Students with Significant Disabilities	To identify the literacy content knowledge, practices, and dispositions of strategist II teachers in the state of Iowa To describe how strategist II teachers design and implement literacy instruction for students with significant disabilities To describe how strategist II teachers assess student literacy progress and how that information guides literacy instructional practice To develop a means to describe and ascertain student literacy outcome data related to professional development To develop implications and recommendations for professional development to support strategist II teachers in providing an individualized and rigorous comprehensive literacy program for students with significant disabilities
Provide Training/Professional Development. Scaling Up Student Achievement for Students with Significant Disabilities: Framework for Effective Instruction. Professional development on specially designed instruction for students for students who participate in the Iowa Alternate Assessment through the use of research based strategies that create a solid link between learner characteristics of students and access methodologies to grade level Iowa Core standards. The Framework for Effective Instruction includes the components of Universal Design for Learning and a 5 step process that merges content, instruction, and assessment.	Professional development that includes instructional coaching/support in order build the knowledge and skills of AEA and LEA personnel. Increase statewide capacity of experts understanding how students with significant disabilities can access, participate, and demonstrate performance of the Iowa Core
Improve Systems Administration and Monitoring. The Iowa Alternate Assessment promotes fair measurement of student knowledge on the Iowa Core Content Standards and Benchmarks. The Iowa Alternate Assessment is for students with the most significant cognitive disabilities who academic performance is appropriately judged against alternate achievement standards.	Technical assistance and Professional Development for administration of the Iowa Alternate Assessment

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). The SEA attributes slippage to a lack of coordinated services and standards throughout the state. While Iowa has adopted the Common Core Standards in English Language Arts and Mathematics it is still in the beginning stages of implementing these standards. A lack of consistent standards and instructional practices across the LEAs has attributed to the lack of progress. The SEA is addressing this issue with a new RTI database and the consistent use of universal screening and progress monitoring assessments. Standards-based IEP goals will be used to ensure rigorous targets in the area of reading for kindergarten through grade 6. Identification of instructional reading instruction will also be determined and shared.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

The following measurement was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

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

Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) (Report of Children with Disabilities Subject to Disciplinary Removal).

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

In-school and out-of-school suspension are both defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons," with a student still being under the supervision of school officials during an in-school suspension. Expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2006).

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

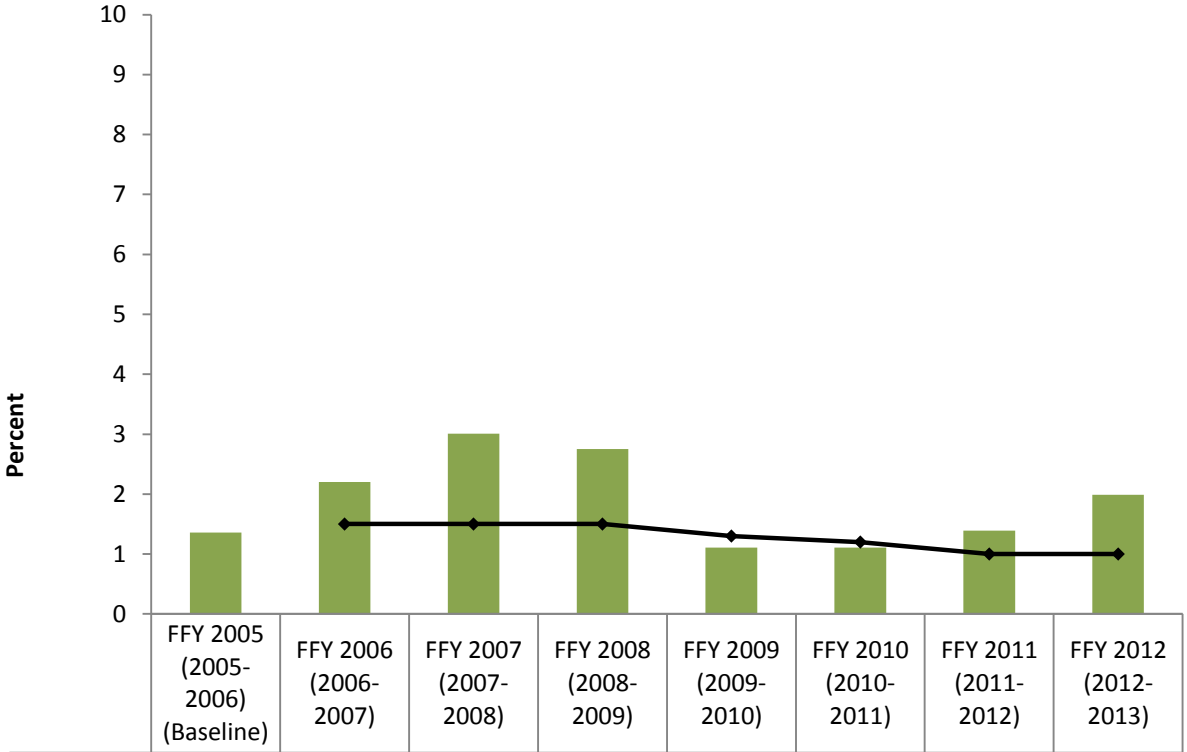
For Indicator 4A, Iowa does not determine a district to have a significant discrepancy unless the district has a minimum of ten students with disabilities enrolled. These criteria excluded eleven districts from the analysis for the FFY 2012 (2012-2013) reporting year.

Please note that this report will use the reporting year of FFY 2012 (2012-2013) for labeling of data, but the data for this indicator are from one year previous and include data from FFY 2011 (2011-2012).

FFY	Measurable and Rigorous Target
2012 (2012-2013)	**A. 1.00% or less of districts are identified as having a significant discrepancy of 2.00% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.**

Actual Target Data for FFY 2012 (2012-2013):

Figure B4.1 depicts suspension and expulsion data for FFY 2012 (2012-2013) as the percent of districts identified as having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.



	FFY 2005 (2005-2006) (Baseline)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	1.36	2.20	3.01	2.75	1.11	1.11	1.39	1.99
Target		1.50	1.50	1.50	1.30	1.20	1.00	1.00

Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target. *Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006) through FFY 2012 (2012-2013) reporting year*

Figure B4.1 shows that the SEA did not met the FFY 2012 (2012-2013) target of 1.00 percent of districts having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, with the actual target data being 1.99% of districts. Performance in FFY 2012 (2012-2013) represents slippage from FFY 2011 (2011-2012).

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

Table B4.1

Number of Districts Exceeding Measurement, Total Number of Districts, and Percent of Districts Exceeding Measurement for FFY 2012 (2012-2013) Reporting Year

Description	Number
(a) Number of students with IEPs enrolled, ages 6-21	59718
(b) Number of students with IEPs suspended or expelled for greater than 10 days	467
(c) State average percent of students with IEPs suspended or expelled for greater than ten days [c=(b/a) * 100]	0.78
(d) threshold for significant discrepancy	2.78
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	7
(f) Total number of districts in 2011-12	352
(g) B4A percent = e/f *100	1.99

Source. Iowa Department of Education Project EASIER Tables and Iowa 618 Table 4, FFY 2012 (2012-2013) reporting year

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

Districts identified as significantly discrepant in FFY 2012 (2012-2013) participate in a district review consisting of the following areas relating to discipline/suspensions and expulsions:

(1) A review and examination of district discipline data,
(2) A review of policies, procedures and practices,
(3) A review of documents (i.e., individual IEPs, student handbook to ensure alignment with board polices, etc.),
(4) A review of the district Positive Behavioral Interventions and Supports, and
(5) The development of a Corrective Action Plan, if necessary.

Attached is a copy of the *District Review Protocol for Suspension and Expulsions.* The same review is conducted for Indicator B4B.

The completed reviews (self-assessment) and corrective action plan were reviewed by the SEA and a desk audit was conducted to verify findings. The desk audit consisted of the review of individual IEPs, review of documents (i.e., prior written notice, change in placement and manifestation determinations, functional behavioral assessments, behavior intervention plans, etc.). A final determination of findings was made by the SEA and a review of the Corrective Action plan was conducted to ensure alignment with the findings.

Results from the review of policies, procedures and practices conducted by the SEA for districts identified as significantly discrepant for FFY 2012 (2012-2013) are provided in Table B4.2.

Table B4.2
Findings for Indicator B4A, FFY 2012 (2012-2013) Reporting Year

Compliance Requirement	*Number of Programs Monitored*	*Number of Programs Reviewed*	*Number of Findings*
Review and Revision of Policies 34 CFR § 300.170(b)	*352*	*7*	*0*
Prior Notice by the Public Agency 34 CFR § 300.503	*352*	*7*	*1*
Authority of School Personnel 34 CFR § 300.530	*352*	*7*	*0*

Source. Iowa Project EASIER, FFY 2012 (2012-2013) reporting year and Indicator B4 Review Protocol FFY 2012 (2012-2013).

Data in Table B4.2 indicate that for FFY 2012 (2012-2013), seven districts were reviewed and one finding was issued. As corrective action, the SEA required the district to develop a corrective action plan to

address all areas of noncompliance with corrections to be made as soon as possible, but no later than one year. All individual student noncompliance was required to be corrected as soon as possible but no later than one year from the date of issuance of the finding.

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B4.3.

Table B4.3
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Data Collection and Reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	Capability of reporting on and being in compliance for B4B in FFY 2011(2011-2012)
Improve Data Collection and Reporting. Data were verified within the Project EASIER system.	Improved accuracy of suspension and expulsion data.
Improve Systems Administration and Monitoring. Suspension and expulsion data, as well as progress Monitoring/outcome data from School-wide Positive Behavioral Interventions and Supports, and the Challenging Behavior Project, were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, statewide PBIS Leadership Team, and Learning Supports Advisory Team.	Stakeholders determined that (1) the Challenging Behavior Project should continue in order to increase statewide capacity to work with students with significant challenging behaviors, and (2) PBIS should continue their focus on targeted and intensive levels of support, and should continue providing AEA training by increasing LEA participation by one new cohort (10 Schools) per year.
Program Development. Restructure/strengthen PBIS: (1) Complete a comprehensive PBIS program review (2) Use results of program review to restructure/strengthen Iowa's PBIS initiative (3) Establish standardized and online core content training for statewide PBIS trainers	(1) Completed review (2) Results used to inform SEA of gaps, needs, and strengths of the statewide PBIS system; results used to develop technical assistance and sustainability of efforts (3) Standardized and accessible core content training across the state
Program Development. Restructure/strengthen secondary level of supports: (1) Develop a comprehensive list of programs/strategies within targeted supports across the 6 content areas of Learning Supports (2) Develop an online tool to access (3) Use results of PBIS program review to address targeted level of supports	(1) Comprehensive list of programs/strategies for targeted supports completed (2) Comprehensive list accessible (3) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts
Program Development. Restructure/strengthen intensive level of supports specific to <u>discipline and behavior</u> through the implementation of 4 goals which all contain similar activities [(a)Develop/ implement content materials, (b)Develop online support materials and training, (c) Develop evaluation processes/ materials]: (1) Establish Challenging Behavior Professional Development to develop behavioral specialists within the AEA In addition: (2) Develop a comprehensive list of programs/strategies within Intensive/Tertiary Supports across the 6 content areas of Learning Supports (3) Develop an online tool to access (4) Use results of PBIS program review to address	(1) Targeted training and support developed for Challenging Behavior Specialists (see <u>Challenging Behavior</u> below) (2) Comprehensive list of programs/strategies for secondary supports completed (3) Comprehensive list accessible (4) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts

targeted level of supports	
Program Development. Continue the Challenging Behavior Project Professional Development: (1) Continue 3-tiered partnership to implement appropriate behavioral supports (2) Continue Challenging Behavior specialized content and practicum/ internship curricula (3) Continue evaluation processes/materials	(1) Partnerships for the project have been established (2) The structure and process for the Challenging Behavior project have been established (3) Evaluation structure established; initial results obtained.
Provide Technical Assistance. The SEA uses suspension and expulsion data in making annual AEA and LEA determinations regarding districts in need of review of policies, procedures and practices	All LEAs and AEAs were notified of determinations status.
Provide Technical Assistance. Develop additional suspension and expulsion protocols for districts that have been identified as having a significant discrepancy for more than 1 year	Provide support to AEAs and districts regarding the monitoring and continuous improvement activities regarding B4
Provide Technical Assistance. Continue training and implementation of Mental Health Wraparound within the PBIS model with Cohort 3 schools.	1. Increase in school personnel skills to implement Mental Health Wraparound; 2. Decrease in suspension/expulsion and dropouts of students with significant behavioral/mental health issues; and 3. Wraparound embedded within Iowa's PBIS system is anticipated for completion by 2013.
Program Development. Explore the development of systems to expand and sustain PBIS and to allow greater accessibility to resources (e.g., shared training).	Development of a realistic plan to sustain and expand PBIS.
Program Development. Develop a Corrective Action Plan template for districts in need of assistance (Year 2).	Corrective Action Plan and process which will improve outcomes for students with IEPs.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). The analyses of data form the basis of discussion that follows. The state percent of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year increased slightly to 1.99% from 1.39% in FFY 2011 (2011-2012). Slippage on this indicator is attributed to annual variance in data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance

SEAs are required to report for Indicator B4A the following specifics around correction of noncompliance from the FFY 2011 (2011-2012) Annual Performance Report:

Table B4.4
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	**2**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**2**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**
4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

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

For FFY 2011 (2011-2012), districts (a) reviewed and revised policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, (b) reviewed and/or revised procedures for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2005, and (c) reviewed and revised district policies, procedures and practices regarding the discipline provisions of IDEA 2005.

The SEA determined that for FFY 2011 (2011-2012), districts were considered noncompliant in this area primarily due to lack of (a) review and revision of policies, procedures and practices relating to the development and implementation of IEPs, (b) the use of positive behavioral interventions and supports (PBIS), and procedural safeguards, and (c) training of staff regarding the discipline provisions of IDEA 2005 and PBIS.

As part of a corrective action plan, districts are required to provide evidence to the SEA that any required corrections were completed and when the corrections were completed. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation if IEPs that are aligned with Iowa's Special Education Rules,

Iowa Code, and Federal Code. Monitoring of corrective actions is carried out by the SEA's monitoring consultant.

While Iowa was able to verify correction of all noncompliance for FFY 2010 (2010-2011), the state has procedures in place should timely correction not take place in the future. Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA, including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the department of justice or state auditor. [IAC 281–41.604]

Verification of Correction (either timely or subsequent): Iowa verified the correction of noncompliance identified in the FFY 2011 (2011-2012) APR by (a) verifying that all child-specific noncompliance was corrected to 100%, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2011 (2011-2012) is correctly implementing the regulatory requirements.

IOWA DEPARTMENT OF EDUCATION

District Review Protocols

SUSPENSIONS AND EXPULSIONS

Conducted in 2013 – 2014 School Year for Districts with Significant Discrepancy reported in FFY 2012 (2012-2013) Annual Performance Report

FFY 2011 (2011-2012) Data

Discipline

Suspensions and Expulsions

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

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

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

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

Reviewing Suspension and Expulsion

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

INSTRUCTIONS

Carefully read the following directions.

IMPORTANT: Contact Ellen McGinnis-Smith at the Iowa Department of Education to verify receipt of this document!

ellen.mcginnis-smith@iowa.gov

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

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

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

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

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

Section 3: ***Review of Documents and IEPs***

- Complete table of yes/no questions
- Complete list of students suspended/expelled for more than 10 days (consecutive and cumulative) according to the criteria listed
- Complete IEP file reviews
- Must complete IEP/file reviews of students with IEPs suspended/expelled for more than 10 days during 2011--2012 school year and the current 2021-2013 school year
- Any finding of noncompliance on a current IEP shall be corrected immediately and documentation of correction must be provided to the department

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

- Complete table of yes/no questions

STEP 2:

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

STEP 3: Based on the review and summary of findings from Step 2, develop a **Corrective Action Plan (Parts A, B, and C).** (Parts D and E will be completed at a later time.)

STEP 4: Attach copies of completed IEP review forms.

STEP 5:

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

Ellen McGinnis-Smith, Consultant
Bureau of Student and Family Support Services
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

NOTE: An electronic version of this document may be obtained by e-mailing ellen.mcginnis-smith@iowa.gov

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REVIEWER INFORMATION SHEET

School District_____AEA_____Date Completed _____

Contact/Lead Person_____Position_____E-mail_____Ph#_____

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

Name	Position	AEA or District	Building

SECTION 1: DATA REVIEW

Section 1A: Review of Data (Discipline) Please provide a brief explanation/answer regarding the following questions.
1) How does the district track and monitor rates of suspension and expulsions? Please describe. Who is responsible for this activity?
2) How does the district ensure that data are entered into the system in a timely and accurate manner? Please describe. Who is responsible for this activity?
3) **(Answer if disparity occurred for B4A)** Using FYY 10 data, which district schools show the significant discrepancy in the rate of suspensions and expulsions of greater than 10 school days in a school year for children with IEPs? (Please list) **(Answer if disparity occurred for B4B)** Using FFY 10 data, which district schools show the significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 school days in a school year for children with IEPs? (Please list)
4) Have these schools had problematic rates of suspensions for students with IEPs in past years? If so, how many years? Please describe any past interventions implemented to address problematic rates.
5) Describe how the district and schools monitor and review suspension and expulsion data disaggregated by students with and without IEPs. Who is responsible for this activity?
6) Describe how the district and schools monitor and review suspension and expulsion data by students disaggregated by racial/ethnic subgroups. Who is responsible for this activity?
7) In the schools of concern how often do building principals review disaggregated discipline data by grade level and/or classrooms?
8) How often are disaggregated data shared and analyzed among both regular and special educators within the schools of concern and the district?
9) Is the district currently implementing PBIS? If yes, what buildings, for how long, and for what level(s) of implementation fidelity?
10) Is the district currently implementing other forms of school-wide behavioral initiatives? If yes, please describe.
11) Are there suspension trends or other areas that need to be further analyzed?

If yes, please list or describe.

Section 1B: Review of Data (Academic and Behavior Supports) Please provide a brief explanation/answer regarding the following questions.
1.Research suggests a strong correlation between disproportionate suspension/expulsion and lack of academic proficiency. What tools are used to address skill deficiencies in reading and other skills? How are these tools tailored to the diversity of the student population in the schools with the disparity in suspension/expulsion?
2. What data collection methods are used to monitor student academic and behavioral progress?
3. How does the district ensure that principals have the necessary knowledge to appropriately implement policies and procedures related to behavior of students with IEPs?
4. Do school personnel believe that the suspension/expulsion disparity for students with IEPs is an issue? If so, what reasons do they identify? What solutions do they believe will address the issue?

SECTION 2: POLICIES, PROCEDURES AND PRACTICES REVIEW

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

Are the district's policies, procedures and practices in alignment with federal and state law and regulations?			
Focus Area - Authority of school personnel IAC 281-41.530	**Policy**	**Procedure**	**Practice**
1. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, is appropriate for a student with a disability who violates a code of student conduct (Case-	**Yes No**	**Yes No**	**Yes No**

by-case determination) [IAC 281-41.530(1)].			
2. Suspensions and expulsions are applied to students with disabilities to the extent they are applied to students without disabilities (as long as no removal constitutes a change of placement) [IAC 281-41.530(2)].	**Yes No**	**Yes No**	**Yes No**
3. Services are provided to a student with a disability after the student has been removed from his or her current placement for ten school days (consecutive or cumulative) in the same school year and during any subsequent days of removal [IAC 281-41.330(4)].	**Yes No**	**Yes No**	**Yes No**
4. When a suspension would exceed ten consecutive school days, and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in subrule 41.530(4) [IAC 281-41.530(3)].	**Yes No**	**Yes No**	**Yes No**
5. *Services.* 41.530(4) *a.* A child with a disability who is removed from the child's current placement pursuant to subrule 41.530(3) or 41.530(7) must receive the following:	**Yes No**	**Yes No**	**Yes No**
(1) Educational services, as provided in subrule 41.101(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and	**Yes No**	**Yes No**	**Yes No**
(2) As appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	**Yes No**	**Yes No**	**Yes No**
b. The services required by 41.530(4)*"a"* and *"c"* to *"e"* may be provided in an interim alternative educational setting.	**Yes No**	**Yes No**	**Yes No**
c. A public agency is required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten school days or less in that school year, only if it provides services to a child without disabilities who is similarly removed.	**Yes No**	**Yes No**	**Yes No**

d. After a child with a disability has been removed from his or her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under rule 281—41.536(256B,34CFR300), school personnel, in consultation with at least one of the child's teachers, shall determine the extent to which services are needed, as provided in subrule 41.101(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. *e.* If the removal is a change of placement under rule 281—41.536(256B,34CFR300), the child's IEP team determines appropriate services under 41.530(4)*"a."*			
Focus Area – Manifestation Determination IAC 281-41.530(5)			
6. a. Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the AEA, the LEA, the parent, and relevant members of the child's IEP team, as determined by the parent and the AEA and LEA, review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (2) If the conduct in question was the direct result of the failure by the AEA or LEA to implement the IEP. *b.* The conduct must be determined to be a manifestation of the child's disability if the AEA, the LEA, the parent, and relevant members of the child's IEP team determine that a condition in either 41.530(5)*"a"*(1) or (2) was met. *c.* If the AEA, the LEA, the parent, and relevant members of the child's IEP team determine the condition described in 41.530(5)*"a"*(2) was met, the public agency must take immediate steps to remedy those deficiencies.	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**

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

SECTION 3: DOCUMENT AND IEP REVIEW

The following items will apply <u>only</u> to School Board Policies.

School Board Policy Review	
The following is regarding discriminatory practices.	
Is there a policy to ensure that students are free from discriminatory practices in the educational program?	**Yes No**
Does the district have policies or documentation related to the provision of the following special education and related services?	

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

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

Issue	School Board Policy	Student Handbook
Graduation requirements- • Are they present?	Yes No Yes No	Yes No

• Are they clearly stated?		
Requirements meet current state mandates?	Yes No	Not applicable

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

Issue	Is it addressed? (Yes or No)		Is the policy and handbook in alignment?
	SBP	SH	
Attendance – tardy policy	Yes No	Yes No	Yes No
Attendance- truancy policy	Yes No	Yes No	Yes No
Use of tobacco	Yes No	Yes No	Yes No
Use or possession of alcoholic beverages or any controlled substance	Yes No	Yes No	Yes No
Violent, destructive, and seriously disruptive behavior	Yes No	Yes No	Yes No
Suspension, expulsion, emergency removal, and physical restraint	Yes No	Yes No	Yes No
Weapons	Yes No	Yes No	Yes No
Out-of-school behavior	Yes No	Yes No	Yes No
Participation in extracurricular activities	Yes No	Yes No	Yes No
Academic progress	Yes No	Yes No	Yes No
Citizenship	Yes No	Yes No	Yes No

Briefly describe the district's practice for informing students about the content of the student handbook and ensuring their understanding?

IEP Review

The following criteria must be used for the review of individual IEP for students suspended and/or expelled for more than 10 days (consecutive or cumulative) during the 2011-2012 school year and for the current 2012-2013 school year.

- **If fewer than 5 students were suspended/expelled more than 10 days in**

each year, all student IEPs must be reviewed

- If from 5 to 25 students were suspended/expelled more than 10 days in each year, list all student names and demographic information and randomly select 5 IEPs from each year for review
- If more than 25 students were suspended/expelled more than 10 days in each year, list all student names and demographic information as provided below and randomly select 20 % of these IEPs from each year for review

If a randomized sample is selected, explain how this sample was selected here:

2011 – 2012					
Student Name	**Date of Birth**	**Race/Ethnicity**	**Grade**	**Building**	**Total # Days Suspended/Expelled**

2012 – 2013					
Student Name	**Date of Birth**	**Race/Ethnicity**	**Grade**	**Building**	**Total # Days Suspended/Expelled**

Expand table or make copies as needed

All IEPS must be reviewed using the following form

INDIVIDUAL IEP REVIEW FORM

Suspensions and Expulsions
2011-2012 School Year
(FFY09 Data)

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

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

IEP Review for Suspension and Expulsions

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

the district provide academic instruction?						
7. If the removal was not a change of placement, did the district provide academic instruction?						
8. Were services provided to the student once he/she had been removed from his/her current placement for ten school days (consecutive or cumulative) in the same school year and during any subsequent days of removal?						
9. On the date on which a decision was made to make a removal that constituted a change of placement was the parent notified of that decision and provided the procedural safeguards notice?						
IEP Components/Considerations						
10. Are there goals in the area of behavior?						
11. Were positive behavioral interventions and supports considered and addressed in the IEP?						
12. If a BIP exists, was it based on the results of a FBA?						
13. If a BIP exists that was based on the results of a FBA, is there alignment between the BIP and						

the FBA (e.g., does treatment match function)?						

Expand table or make copies as needed

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

SECTION 4

POSITIVE BEHAVIOR STRATEGIES REVIEW

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

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

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

AREA	Yes or No
EXPECTATIONS DEFINED 1) Has the staff of the building agreed to 5 or fewer positively stated school rules for behavior? Is there documentation that the staff has been involved in agreeing to these rules?	**Yes** **No**
2) Are these expectations/rules posted in at least 8-10 locations within the school that are visible to students on a daily basis?	**Yes** **No**
TEACHING EXPECTATIONS 3) Is there a documented system for teaching behavioral expectations to students on an annual basis?	**Yes** **No**
4) Can most students and staff name the expectations for behavior in the school?	**Yes** **No**
RECOGNITION SYSTEM 5) Is there a documented system for recognizing and rewarding student behavior?	**Yes** **No**
6) Do a majority of the staff routinely recognize their students for exhibiting expected behavior? Is there documentation of that practice?	**Yes** **No**
7) When asked, can students describe the recognition/reward system? Do they value the methods used to recognize their behavior? Do the majority of students report being recognized by staff at least once a day?	**Yes** **No**
RESPONSE TO VIOLATIONS 8) Is there a documented system for dealing with and reporting specific behavioral violations?	**Yes** **No**

9) Do the majority of staff members agree with administration on what problems are office managed and what problems are classroom-managed?	**Yes No**
10) Is there a documented crisis plan for responding to extremely dangerous behaviors? Is all staff knowledgeable of this plan?	**Yes No**
MONITORING & DECISION-MAKING 11) Does the discipline referral form list the following information – student/grade; time; referring staff; problem behavior; location; persons involved; probable motivation; and administrative decision?	**Yes No**
12) Is there a system for collecting and summarizing discipline data – e.g. software program?	**Yes No**
13) Is discipline data reported to the entire staff at least 3 times a year?	**Yes No**
14) Is discipline data used for making decisions regarding the design, implementation and revision of school-wide effective behavior supports?	**Yes No**
MANAGEMENT 15) Does the school improvement plan include behavior support systems as one of the top 3 priorities?	**Yes No**
16) Are there specific activities to enhance behavior support systems within the school? Are these activities evaluated on at least an annual basis using a variety of data sources, including discipline data?	**Yes No**
DISTRICT LEVEL SUPPORT 17) Does the school budget allocate money to support building and maintaining positive behavior support systems within the school?	**Yes No**

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

SUMMARY OF FINDINGS

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

Section 1: Data Review
Summary of Findings (and possible hypothesis)
Section 2: Policies, Procedures and Practices Review
Summary of Findings (a copy of any new or revised policy, procedure or practice needs to be attached).

Section 3: Document and IEP Review
Summary of Findings: **Note: The district shall make immediate correction of any individual finding and provide a copy of the corrected IEP to the Department of Education as soon as the correction is made.**
Section 4: Positive Behavior Strategies Review
Summary of Findings

CORRECTIVE ACTION PLAN

Suspensions and Expulsions
2012-2013 School Year
(FFY10 Data)

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

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

PART A: ACTIONS

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

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

1 out of _____ Identify/Describe Area of Noncompliance Identified or Area in Need of Improvement _____ _____ _____	**Person Monitoring Implementation** _____
Action Step Details: (Address questions 1-5	**Review Dates:**

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

2. Intervention: 3. Measurement: 4. Evaluation: 5. Assimilation:	**Date 2** _____ **Date 3** _____ **Date 4** _____ **Completion Date**_____

PART B: REVISION OF POLICIES, PROCEDURES AND PRACTICES

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

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

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

PART C: DATES AND NEXT STEPS

1. **A plan review and progress report must be submitted approximately mid-way through CAP implementation. The District will submit this review and report (PART D) by _____ (date).**
2. **Correction of non-compliance will be documented on PART E and submitted to the Iowa Department of Education by November 1, 2013.**

PART D: MID-PLAN REVIEW & PROGRESS REPORT

District: _____Date of Review & Report: _____

Contact Person: _____E-Mail and Phone: _____

Area of Non-Compliance from the CAP	Description of Actions Taken

PART E: CORRECTION OF NON-COMPLIANCE

Non-compliance must be corrected within one year of the date of the finding/s. This completed form must be submitted to the Iowa Department of Education by November 1, 2013 along with the relevant attachments.

District: _____Date of Correction of Non-Compliance: _____

Contact Person: _____E-Mail and Phone: _____

Area of Non-Compliance from the CAP	Description of Corrective Actions Taken	Was Non-Compliance Corrected? When (date)?	What evidence is attached to verify the correction of non-compliance?

Statement of Assurances

Suspensions and Expulsions
2011-2012 School Year
(FFY09 Data)

District:_____
_____Date of Submission:_____

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

The _____ Community School District further assures the Iowa Department of Education that the district administration has reviewed,

approved and supports the Corrective Action Plan set forth in this document.

Superintendent (Printed Name)_____
_____**Date** _____

Superintendent (Signature) _____
_____**Date** _____

CHECKLIST

- ☐ **Reviewer Information Sheet**
- ☐ ***SECTION 1: Data Review***
- ☐ ***SECTION 2: Policies, Procedures and Practices***
- ☐ ***SECTION 3*: *Document and IEP Review***
  - ° List of students with IEPs suspended for more than 10 days for current school year and for 2010-2011 school year
  - ° IEP Review forms
- ☐ ***SECTION 4*: *Positive Behavior Strategies Review***
- ☐ **Summary of Findings Form**
  - ° Includes list of findings of noncompliance in policies, procedures and practices
  - ° Includes list of findings of noncompliance on individual IEPs
- ☐ **District Action Plan**
- ☐ **Revision of Policies, Procedures and Practices Form**
  - ° Copies of new or revised policies , procedures and/or practices are attached
- ☐ **Statement of Assurance signed by district Superintendent**

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

Ellen McGinnis-Smith, Consultant
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319
Electronic versions may be submitted to
ellen.mcginnis-smith@iowa.gov

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

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

Measurement:

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

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

Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) (Report of Children with Disabilities Subject to Disciplinary Removal).

The percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities by race/ethnicity and policies, procedures, or practices that contribute to the discrepancy is a compliance indicator. Therefore, the target for this indicator is set at 0.00%. The SEA's definition of significant discrepancy is 2.00% above the state average in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The state uses both in-school and out-of-school suspensions as well as expulsions in making this calculation.

In-school and out-of-school suspension are both defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons," with a student still being under the supervision of school officials during an in-school suspension. Expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2006).

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

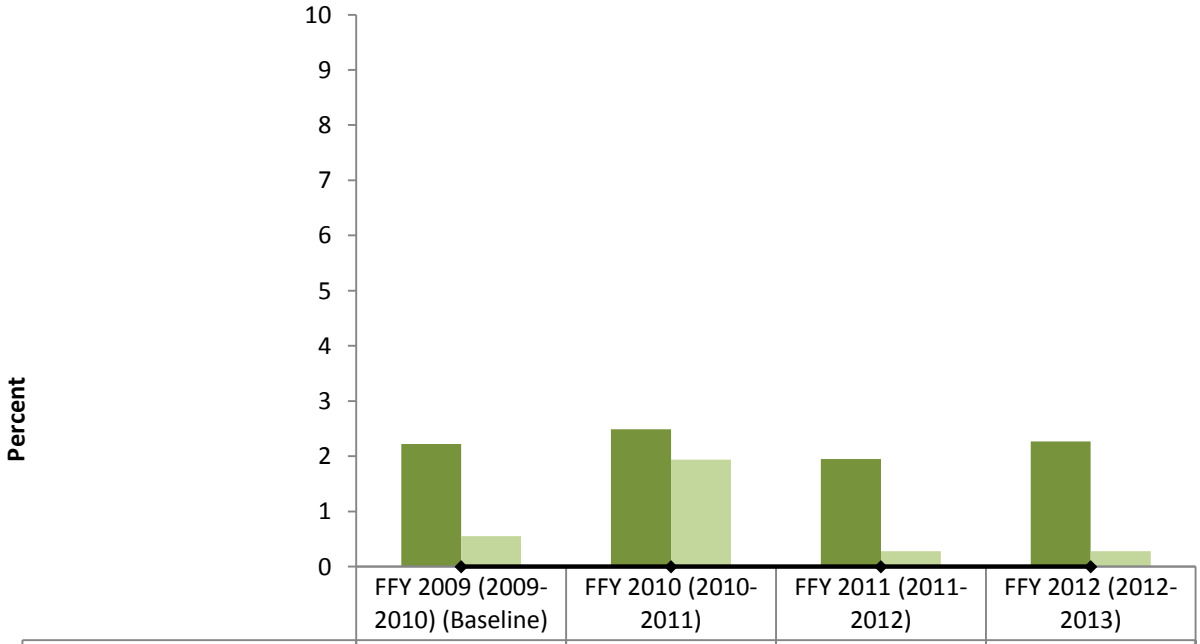
Iowa does not determine a district to have a significant discrepancy unless the district has a minimum of ten students with disabilities enrolled. These criteria excluded eleven districts from the analysis for FFY 2012 (2012-2013).

Please note that this report will use the reporting year of FFY 2012 (2012-2013) for labeling of data, but the data for this indicator are from one year previous and include data from FFY 2011 (2011-2012).

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

Actual Target Data for FFY 2012 (2012-2013):

Figure B4B.1 depicts the percentage of districts with (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Numbers used in the calculations are provided in Table B4B.1.



	FFY 2009 (2009-2010) (Baseline)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
Significant Discrepancy	2.22	2.49	1.95	2.27
Contributing Policies, Procedures, or Practices	0.55	1.94	0.28	0.28
Target	0.00	0.00	0.00	0.00

Figure B4B.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions by

Race/Ethnicity and the SEA Target. *Source. Iowa Department of Education Project EASIER Tables, FFY 2009 (2009-2010) through FFY 2012(2012-2013) reporting year*

Data for FFY 2012 (2012-2013) demonstrate that Iowa did not meet the target of 0.00% of districts having policies, procedures, or practices contributing to a significant discrepancy by race/ethnicity.

Table B4B.1
Number of Districts Exceeding Measurement, Total Number of Districts, and Percent of Districts Exceeding Measurement by Race/Ethnicity for FFY 2012 (2012-2013) Reporting Year

Description	Caucasian	African-American	Hispanic	Asian	Native American	Pacific Islander	Multi-racial
(a) Number of students with IEPs enrolled, ages 6-21	45788	5282	5764	547	414	71	1824
(b) Number of students with IEPs suspended or expelled for greater than 10 days	233	159	48	3	3	0	21
(c) State average percent of students with IEPs suspended or expelled for greater than ten days (see Table B4.1)	0.78						
(d) threshold for significant discrepancy	2.78						
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	1	6	2	0	0	0	1

Description	All races
(f) Total number of districts with a significant discrepancy by race/ethnicity in 2011-2012 (all races/ethnicities from e above)	8
(g) Total number of districts in 2011-12	352
(h) Percent of districts with a significant discrepancy by race/ethnicity= f/g *100	2.27
(i) Number of districts that have a significant discrepancy, by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	1
(j) B4B percent = i/g *100	0.28

Source. Iowa Department of Education Project EASIER, FFY 2012(2012-2013) reporting year

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

Districts identified as significantly discrepant based on FFY 2011 (2011-2012) data participated in a district review consisting of the following areas relating to discipline/suspensions and expulsions:

(1) A review and examination of district discipline data,
(2) A review of policies, procedures and practices,
(3) A review of documents (i.e., individual IEPs, student handbook to ensure alignment with board polices, etc.),
(4) A review of the district Positive Behavioral Interventions and Supports, and
(5) The development of a Corrective Action Plan, if necessary.

A copy of the *District Review Protocol for Suspension and Expulsions* that is used for Indicator B4B can be found in the B4A section of this report.

The completed reviews (self-assessment) and corrective action plan were reviewed by the SEA and a desk audit and a phone or personal interview were conducted to verify findings. The desk audit consisted of the review of individual IEPs, review of documents (i.e., prior written notice, change in placement and manifestation determinations, functional behavioral assessments, behavior intervention plans, etc.). A final determination of findings was made by the SEA and a review of the Corrective Action plan was conducted to ensure alignment with the findings.

Results from the review of policies, procedures and practices conducted by the SEA for districts identified as significantly discrepant for FFY 2012 (2012-2013) are provided in Table B4.2.

Table B4B.2
Findings for Indicator B4B, FFY 2012 (2012-2013) Reporting Year

Compliance Requirement	*Number of Programs Monitored*	*Number of Programs Reviewed*	*Number of Findings*
Review and Revision of Policies 34 CFR § 300.170(b)	*352*	*8*	*0*
Prior Notice by the Public Agency 34 CFR § 300.503	*352*	*8*	*1*
Authority of School Personnel 34 CFR § 300.530	*352*	*8*	*0*

Source. Iowa Project EASIER, FFY 2012 (2012-2013) reporting year and Indicator B4 Review Protocol FFY 2012 (2012-2013)

Data in Table B4.2 indicate that for FFY 2012 (2012-2013) a total of eight districts were reviewed. The review resulted in one finding of noncompliance relating to provisions of *Authority of School Personnel 34 CFR § 300.530.*

As corrective action, the SEA required this district to develop a corrective action plan to address all areas of noncompliance with corrections to be made as soon as possible, but no later than one year from the date of finding.

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B4B.3.

Table B4B.3
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Data Collection and Reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	Capability of reporting on and being in compliance for B4B in FFY 2011 (2011-2012)
Improve Data Collection and Reporting. Data were verified within the Project EASIER system.	Improved accuracy of suspension and expulsion data.
Improve Systems Administration and Monitoring. Suspension and expulsion data, as well as progress Monitoring/outcome data from School-wide Positive Behavioral Interventions and Supports, and the Challenging Behavior Project, were analyzed with the following key	Stakeholders determined that (1) the Challenging Behavior Project should continue in order to increase statewide capacity to work with students with significant challenging behaviors, and (2) PBIS should continue their focus on targeted and intensive levels

stakeholders: Special Education Advisory Panel, SEA Staff, statewide PBIS Leadership Team, and Learning Supports Advisory Team.	of support, and should continue providing AEA training by increasing LEA participation by one new cohort (10 Schools) per year.
Program Development. Restructure/strengthen PBIS: (1) Complete a comprehensive PBIS program review (2) Use results of program review to restructure/strengthen Iowa's PBIS initiative (3) Establish standardized and online core content training for statewide PBIS trainers	(1) Completed review (2) Results used to inform SEA of gaps, needs, and strengths of the statewide PBIS system; results used to develop technical assistance and sustainability of efforts (3) Standardized and accessible core content training across the state
Program Development. Restructure/strengthen secondary level of supports: (1) Develop a comprehensive list of programs/strategies within targeted supports across the 6 content areas of Learning Supports (2) Develop an online tool to access (3) Use results of PBIS program review to address targeted level of supports	(1) Comprehensive list of programs/strategies for targeted supports completed (2) Comprehensive list accessible (3) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts
Program Development. Restructure/strengthen intensive level of supports specific to discipline and behavior through the implementation of 4 goals which all contain similar activities [(a)Develop/ implement content materials, (b)Develop online support materials and training, (c) Develop evaluation processes/ materials]: (1) Establish Challenging Behavior Professional Development to develop behavioral specialists within the AEA In addition: (2) Develop a comprehensive list of programs/strategies within Intensive/Tertiary Supports across the 6 content areas of Learning Supports (3) Develop an online tool to access (4) Use results of PBIS program review to address targeted level of supports	(1) Targeted training and support developed for Challenging Behavior Specialists (see Challenging Behavior below) (2) Comprehensive list of programs/strategies for secondary supports completed (3) Comprehensive list accessible (4) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts
Program Development. Continue the Challenging Behavior Project Professional Development: (1) Continue 3-tiered partnership to implement appropriate behavioral supports (2) Continue Challenging Behavior specialized content and practicum/ internship curricula (3) Continue evaluation processes/materials	(1) Partnerships for the project have been established (2) The structure and process for the Challenging Behavior project have been established (3) Evaluation structure established; initial results obtained.
Provide Technical Assistance. The SEA uses suspension and expulsion data in making annual AEA and LEA determinations regarding districts in need of review of policies, procedures and practices	All LEAs and AEAs were notified of determinations status.
Provide Technical Assistance. Develop additional suspension and expulsion protocols for districts that have been identified as having a significant discrepancy for more than 1 year	Provide support to AEAs and districts regarding the monitoring and continuous improvement activities regarding B4
Provide Technical Assistance. Continue training and implementation of Mental Health Wraparound within the PBIS model with Cohort 3 schools.	1. Increase in school personnel skills to implement Mental Health Wraparound; 2. Decrease in suspension/expulsion and dropouts of students with significant behavioral/mental health issues; and 3. Wraparound embedded within Iowa's PBIS system is anticipated for completion by 2013.
Program Development. Explore the development of systems to expand and sustain PBIS and to allow greater accessibility to resources (e.g., shared training).	Development of a realistic plan to sustain and expand PBIS.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). The state percent of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year increased from 1.95% in FFY 2011 (2011-2012) to 2.27% in FFY 2012 (2012-2013). Slippage on this indicator is attributed to annual variance in data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance

SEAs are required to report for Indicator B4B the following specifics around correction of noncompliance from the FFY 2011 (2011-2012) Annual Performance Report using FFY 2010 (2010-2011) data:

Table B4B.4
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	**1**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**1**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**
4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken Regarding Noncompliance: The SEA uses data from Project EASIER to track the number of students with IEPs suspended and expelled for greater than 10 days by district to determine (a) the statewide rate of suspensions and expulsions, and (b) district rates of suspensions and expulsions. The percent of districts with significant discrepancy was then calculated by (1) identifying districts above 2% of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year by race/ethnicity, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the state, and (3) multiplying by 100. The SEA conducts a review of policies, procedures, and practices in order to determine noncompliance for districts identified as exceeding the state's average by more than 2%.
For FFY 2011 (2011-2012), districts (a) reviewed and revised policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, (b) reviewed and/or revised procedures for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2005, and (c) reviewed and revised district policies, procedures and practices regarding the discipline provisions of IDEA 2005.

The SEA determined that for FFY 2011 (2011-2012), districts were considered noncompliant in this area primarily due to lack of (a) professional development to ensure a change in practice regarding the discipline provisions of IDEA (b) the use of positive behavioral interventions and supports (PBIS), and (c) consistent implementation of procedural safeguards to ensure practices comply with IDEA discipline provisions.

As part of a corrective action plan, districts are required to provide evidence to the SEA that any required corrections were completed and when the corrections were completed. The SEA also verified that in each program for which noncompliance was identified, the specific regulatory requirements were being correctly implemented by ensuring that the LEA had adopted and been trained in statewide procedures for the development and implementation of IEPs that are aligned with Iowa's Special Education Rules, Iowa Code, and Federal Code. Monitoring of corrective actions is carried out by the SEA's monitoring consultant.

While Iowa was able to verify correction of all noncompliance for FFY 2011 (2011-2012), the state has procedures in place should timely correction not take place in the future. Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA, including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the department of justice or state auditor. [IAC 281–41.604]

Verification of Correction (either timely or subsequent): Iowa verified the correction of noncompliance identified in the FFY 2011 (2011-2012) APR by (a) verifying that all child-specific noncompliance was corrected to 100%, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2011 (2011-2012) is correctly implementing the regulatory requirements (i.e. achieved 100% compliance in a review of updated data).

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Plan Development:

Monitoring Priority: FAPE in the LRE

4. **Indicator 5:** Percent of children with IEPs aged 6 through 21 served:
   A. Inside the regular class 80% or more of the day;
   B. Inside the regular class less than 40% of the day; and
   C. In separate schools, residential facilities, or homebound/hospital placements.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

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

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

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

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

Measurable and Rigorous Target:

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

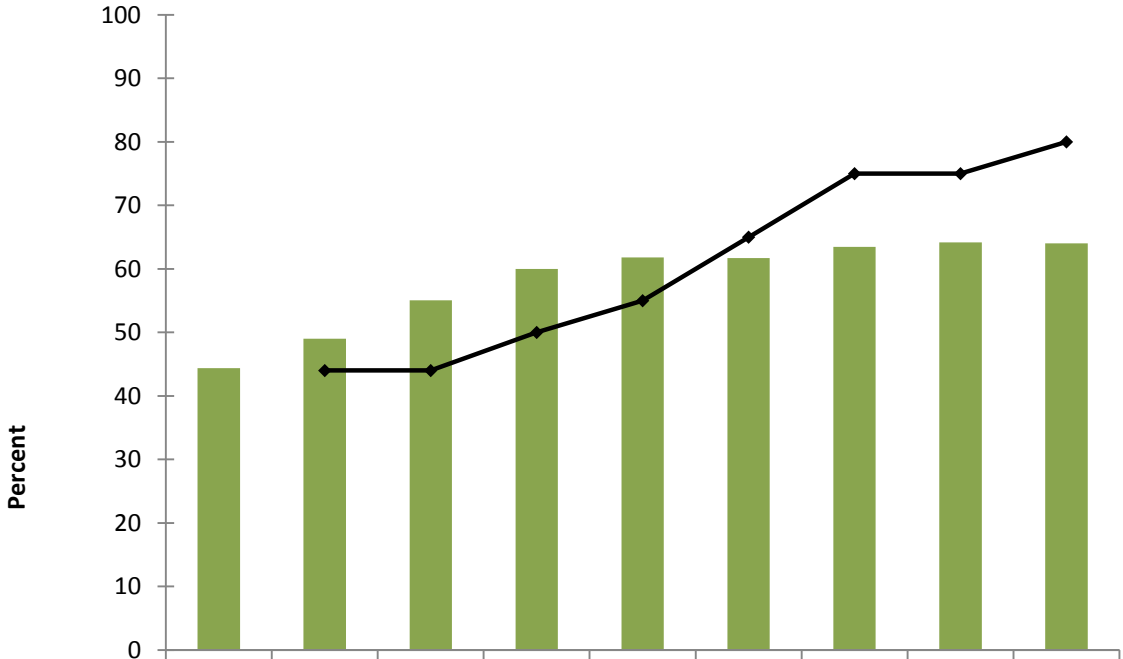
FFY	Measurable and Rigorous Target
2012 (2012-2013)	**A. 80.00% of children with IEPs ages 6-21 are inside the regular class 80% or more of the day.** **B. 10.00% of children with IEPs ages 6-21 are inside the regular class less than 40% of the day.** **C. 3.10% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**

Actual Target Data for FFY 2012 (2012-2013):

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

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and are identical to data reported in Iowa's 618 Table 3 on the Implementation of FAPE Requirements for 2013. These data are valid and reliable and reflect Iowa's special education count date of October 26, 2012 (which falls between October 1 and December 1, 2012). Data represent all students, as sampling is not allowed for Indicator B5.

Figure B5.1 presents the State baseline, measureable and rigorous targets, and actual target data through FFY 2012 (2012-2013) for the percent of children with IEPs aged six through 21 inside the regular class 80% or more of the day.

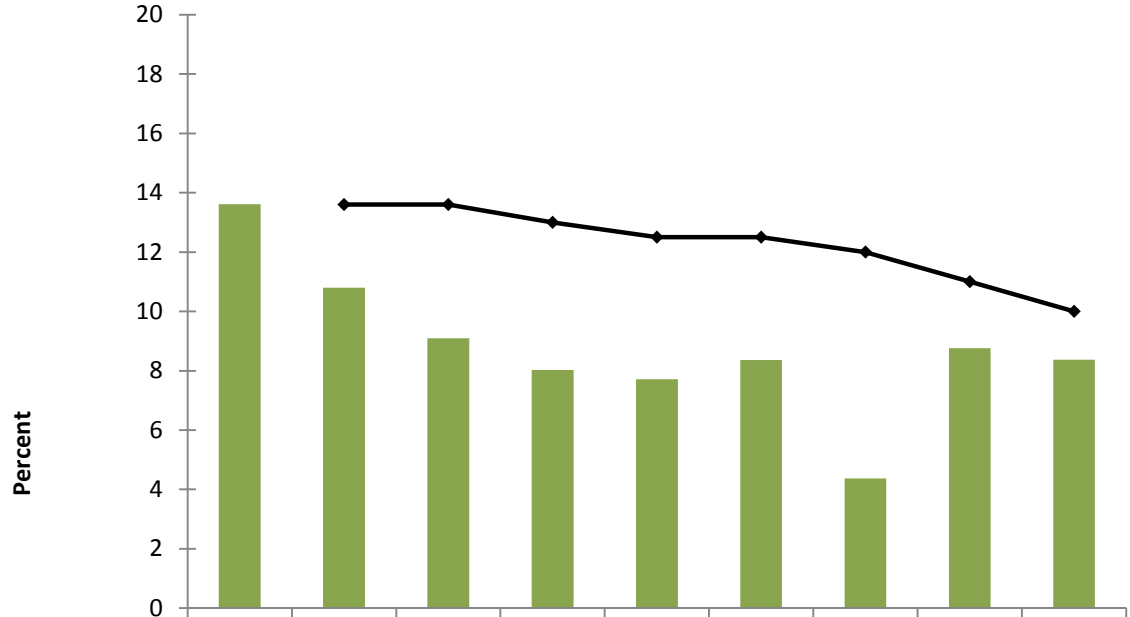


	FFY 2004 (2004-05) (Baseline)	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
In Gen Ed 80%	44.36	49.00	55.05	59.97	61.81	61.72	63.47	64.18	64.03
Target		44.00	44.00	50.00	55.00	65.00	75.00	75.00	80.00

Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013), Iowa 618 Table 3, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).*

Iowa did not meet the state target for Indicator 5A for FFY 2012 (2012-2013). Results of the State data indicate a slight decrease from 64.18% of children who remained in general education at least 80% of the day in FFY 2011 (2011-2012) to 64.03% in FFY 2012 (2012-2013).

Figure B5.2 presents the State baseline, targets, and data through FFY 2012 (2012-2013) for the percent of children with IEPs ages 6 through 21 inside the regular class less than 40% of the day.

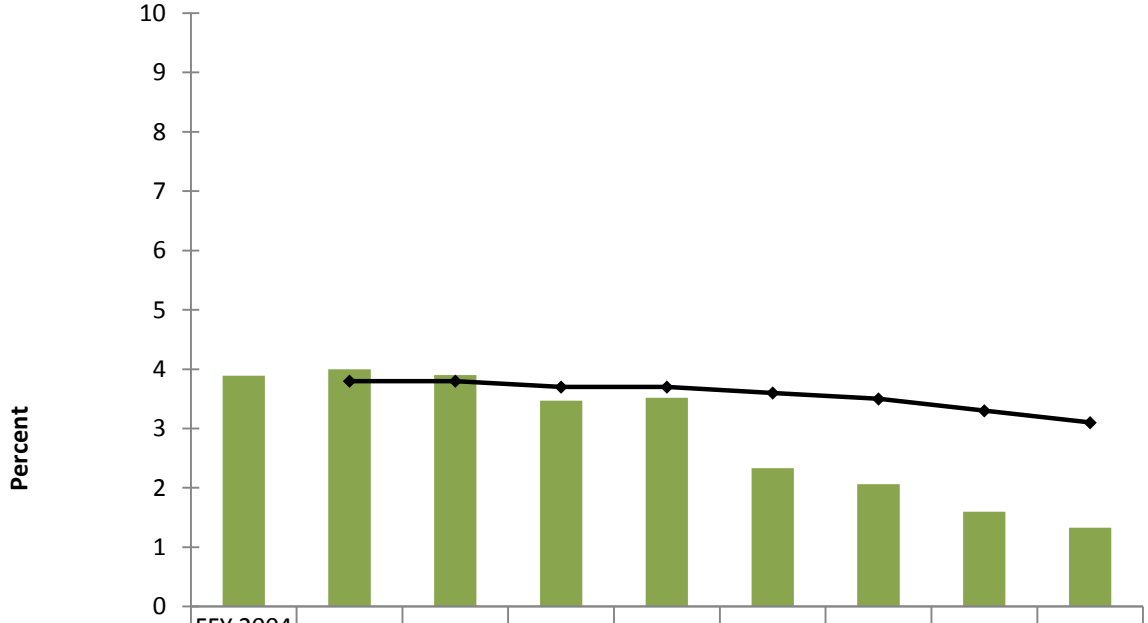


	FFY 2004 (2004-05) (Baseline)	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
In Gen Ed < 40%	13.61	10.80	9.09	8.03	7.72	8.36	4.37	8.76	8.37
Target		13.60	13.60	13.00	12.50	12.50	12.00	11.00	10.00

Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class Less Than 40% of the Day. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013), Iowa 618 Table 3, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).*

Iowa was below the threshold for Indicator 5B for FFY 2012 (2012-2013). Results of the State data indicate a slight decrease from 8.76% of children in general education less than 40% of the day in FFY 2011 (2011-2012) to 8.37% in FFY 2012 (2012-2013).

Figure B5.3 presents the State baseline, targets, and data through FFY 2012 (2012-2013) for the percent of children with IEPs ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.



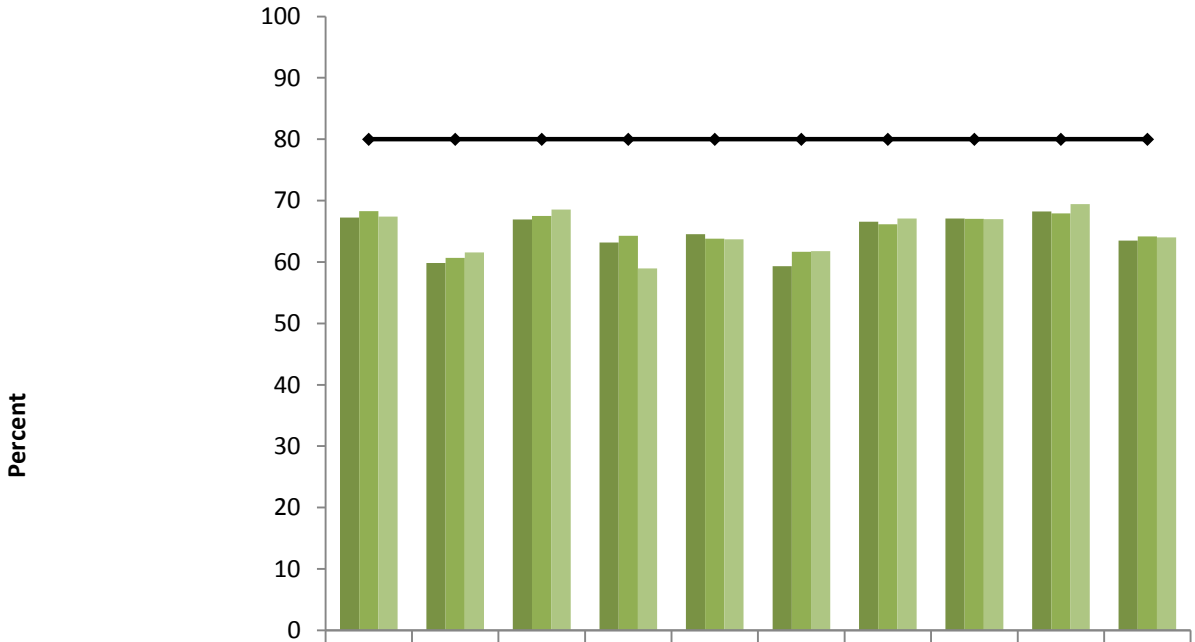
	FFY 2004 (2004-05) (Baseline)	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
Separate Schools	3.89	4.00	3.90	3.47	3.52	2.33	2.06	1.60	1.33
Target		3.80	3.80	3.70	3.70	3.60	3.50	3.30	3.10

Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013), Iowa 618 Table 3, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).*

Iowa was below the threshold for Indicator 5C for FFY 2012 (2012-2013). Results of the State data indicate a decrease from 1.60% of children in residential and separate facilities in FFY 2011 (2011-2012) to 1.33% in FFY 2012 (2012-2013).

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

Figure B5.4 depicts AEA measureable and rigorous targets and actual target data for FFY 2010 (2010-2011) through FFY 2012 (2012-2013) for the percent of children with IEPs ages six through 21 inside the regular class 80% or more of the day. None of the AEAs met the target, however, five of the nine AEAs showed improvement in FFY 2012 (2012-2013) as compared to FFY 2011 (2011-2012).



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	67.22	59.85	66.92	63.17	64.52	59.33	66.55	67.10	68.23	63.47
FFY 2011 (2011-2012)	68.27	60.65	67.49	64.26	63.80	61.64	66.13	67.05	67.91	64.18
FFY 2012 (2012-2013)	67.40	61.56	68.52	58.93	63.72	61.76	67.11	67.00	69.43	64.03
Target - (2012-2013)	80.00	80.00	80.00	80.00	80.00	80.00	80.00	80.00	80.00	80.00

Figure B5.4. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day, by AEA. Source. Iowa Information Management System, FFY 2010 (2010-2011) through FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

Table B5.1 provides raw numbers and percents for FFY 2012 (2012-2013) of children and youth with IEPs ages 6-21 inside the regular education class 80% or more of the day, by AEA and for the State.

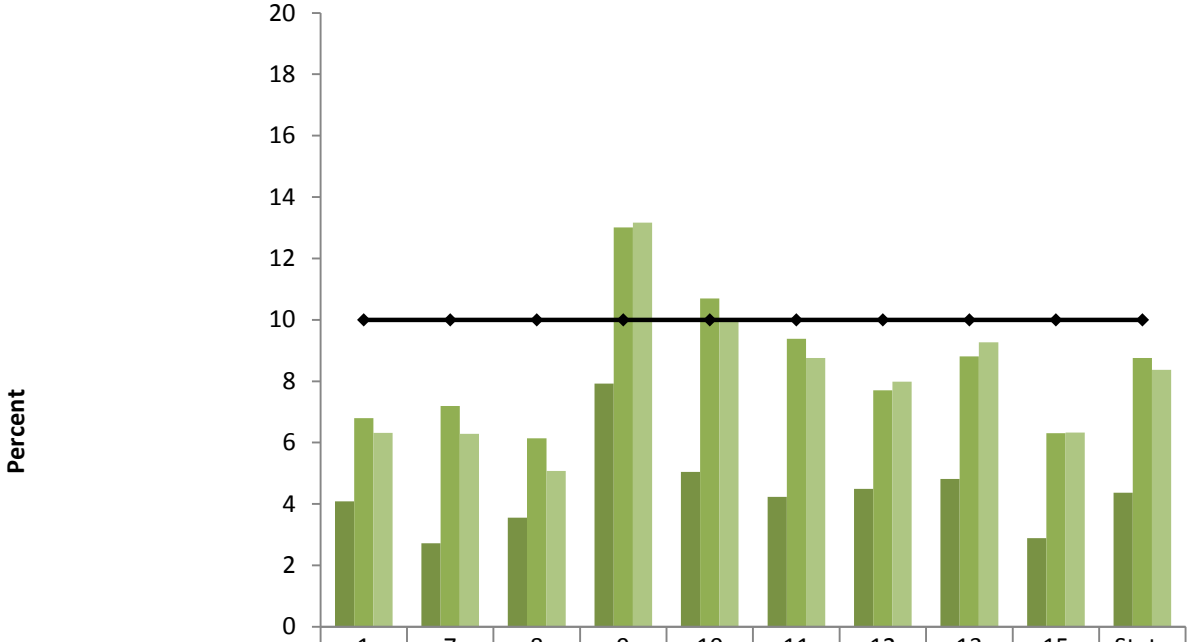
Table B5.1
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day

AEA	1	7	8	9	10	11	12	13	15	State
N Setting	2741	5215	2484	3263	4959	9080	3254	3441	3196	37633
N Total	4067	8471	3625	5537	7783	14702	4849	5136	4603	58773
Percentage	67.40	61.56	68.52	58.93	63.72	61.76	67.11	67.00	69.43	64.03

Source. Iowa Information Management System, FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2012 (2012-2013).

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

Figure B5.5 presents the AEA measureable and rigorous target and actual target data for FFY 2010 (2010-2011) through FFY 2012 (2012-2013) for the percent of children with IEPs ages six through 21 inside the regular class less than 40% of the day. Eight of the nine AEAs met the target in FFY 2012 (2012-2013).



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	4.08	2.72	3.55	7.92	5.04	4.23	4.50	4.82	2.88	4.37
FFY 2011 (2011-2012)	6.80	7.20	6.14	13.01	10.70	9.39	7.70	8.81	6.31	8.76
FFY 2012 (2012-2013)	6.32	6.28	5.08	13.17	9.98	8.75	7.98	9.27	6.32	8.37
Target - (2012-2013)	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00

Figure B5.5. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Inside the Regular Class Less Than 40% of the Day, by AEA. Source. Iowa Information Management System, FFY 2010 (2010-2011) through FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

Table B5.2 provides raw numbers and percents, at the AEA and State levels, of children and youth with IEPs ages 6-21 inside the regular education class less than 40% of the day.

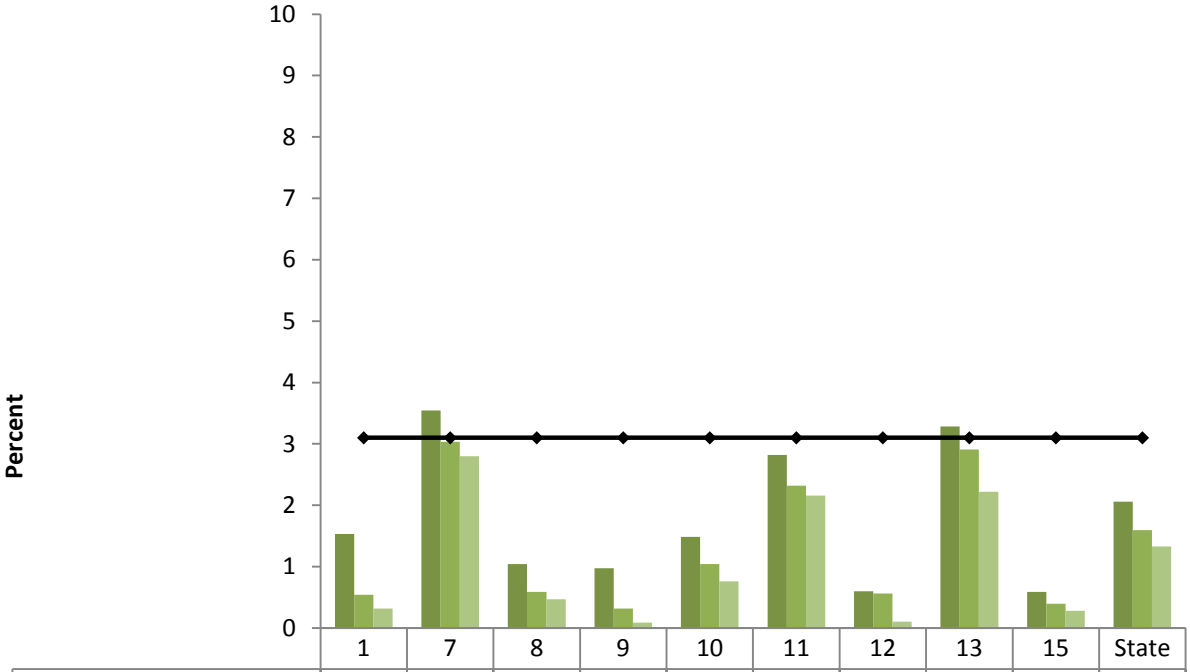
Table B5.2
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21
Inside the Regular Class Less Than 40% of the Day

AEA	1	7	8	9	10	11	12	13	15	State
N Setting	257	532	184	729	777	1287	387	476	291	4920
N Total	4067	8471	3625	5537	7783	14702	4849	5136	4603	58773
Percentage	6.32	6.28	5.08	13.17	9.98	8.75	7.98	9.27	6.32	8.37

Source. Iowa Information Management System, FFY 2012 (2012-2013) and Iowa 618 Table 3, FFY 2012 (2012-2013).

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

Figure B5.6 summarizes AEA measureable and rigorous targets and actual target data for FFY 2010 (2010-2011) through FFY 2012 (2012-2013) for the percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. All AEAs met the target in FFY 2012 (2012-2013).



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	1.53	3.54	1.04	0.97	1.48	2.82	0.60	3.28	0.59	2.06
FFY 2011 (2011-2012)	0.54	3.03	0.59	0.32	1.04	2.32	0.56	2.91	0.39	1.60
FFY 2012 (2012-2013)	0.32	2.80	0.47	0.09	0.76	2.16	0.10	2.22	0.28	1.33
Target - (2012-2013)	3.10	3.10	3.10	3.10	3.10	3.10	3.10	3.10	3.10	3.10

Figure B5.6. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, for AEAs and the State of Iowa.
Source. Iowa Information Management System, FFY 2010 (2010-2011) through FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

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

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

AEA	1	7	8	9	10	11	12	13	15	State
N Setting	13	237	17	5	59	317	5	114	13	780
N Total	4067	8471	3625	5537	7783	14702	4849	5136	4603	58773
Percentage	0.32	2.80	0.47	0.09	0.76	2.16	0.10	2.22	0.28	1.33

Source. Iowa Information Management System, FFY 2012 (2012-2013) and Iowa 618 Table 3, FFY 2012 (2012-2013).

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

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY2012 (2012-2013) are discussed in Table B5.4.

Table B5.4
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Clarify/Examine/Develop Policies and Procedures. The SEA required Area Education Agencies to write improvement plans addressing Part B indicators of concern.	All AEAs interpreted results of LRE data.
Clarify/Examine/Develop Policies and Procedures. SEA's system of compliance monitoring identified and provided for the correction of problems in LRE calculation.	LEAs and AEAs used compliance data to improve LRE.
Provide Training/Professional Development. Framework for Effective Instruction for student with significant disabilities	Professional development offerings to LEA and AEA personnel. Analysis of Iowa Alternate Assessment 1% achievement data and increased opportunity to access the general curriculum and %LRE.
Provide Training/Professional Development. Significant disabilities literacy and communication project	Analysis of Iowa Alternate Assessment 1% achievement data and increased opportunity to access the general curriculum and %LRE.
Clarify/Examine/Develop Policies and Procedures. The SEA required LEAs to develop District Developed Special Education Service Delivery Plans with descriptions of the full continuum of services and supports.	Districts will provide the full continuum of services and supports for students, allowing students to move along the continuum and increase time spent in the least restrictive environment.
Improve Systems Administration and Monitoring. Follow-up with districts experiencing LRE declines of more than 5% in percent of children with IEPs aged six through 21 inside the regular class 80% or more of the day and increases of more than 5%.	After a gain of more than 15% from baseline in three years LRE gains have slowed to 3.50% in three years. Follow-up with districts that are declining and those that continue to gain will provide insights into the factors affecting our current status.

Discussion of Slippage That Occurred for FFY 2012 (2012-2013). The analyses of data form the basis of discussion that follows. the State data indicate a slight decrease from 64.18% of children who remained in general education at least 80% of the day in FFY 2011 (2011-2012) to 64.03% in FFY 2012 (2012-2013). Slippage on this indicator is attributed to annual variance in data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

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

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

Measurement:

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

Data Source: Data collected under IDEA section 618.

Measurable and Rigorous Target:

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

FFY	Measurable and Rigorous Target
2012 (2012-2013)	**A. 40.00% of children aged 3 through 5 with IEPs will attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program.** **B. 8.35% of children aged 3 through 5 with IEPs will attend a separate special education class, separate school or residential facility.**

Actual Target Data for FFY 2012 (2012-2013):

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

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and are identical to data reported in Iowa's 618 Table 3 on the Implementation of FAPE Requirements for 2013. These data are valid and reliable and reflect Iowa's special education count date of October 26, 2012 (which falls between October 1 and December 1, 2012). Data represent all students, as sampling is not allowed for Indicator B6.

Figure B6.1 presents the State baseline, measureable and rigorous targets, and actual target data through FFY 2012 (2012-2013) for the percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

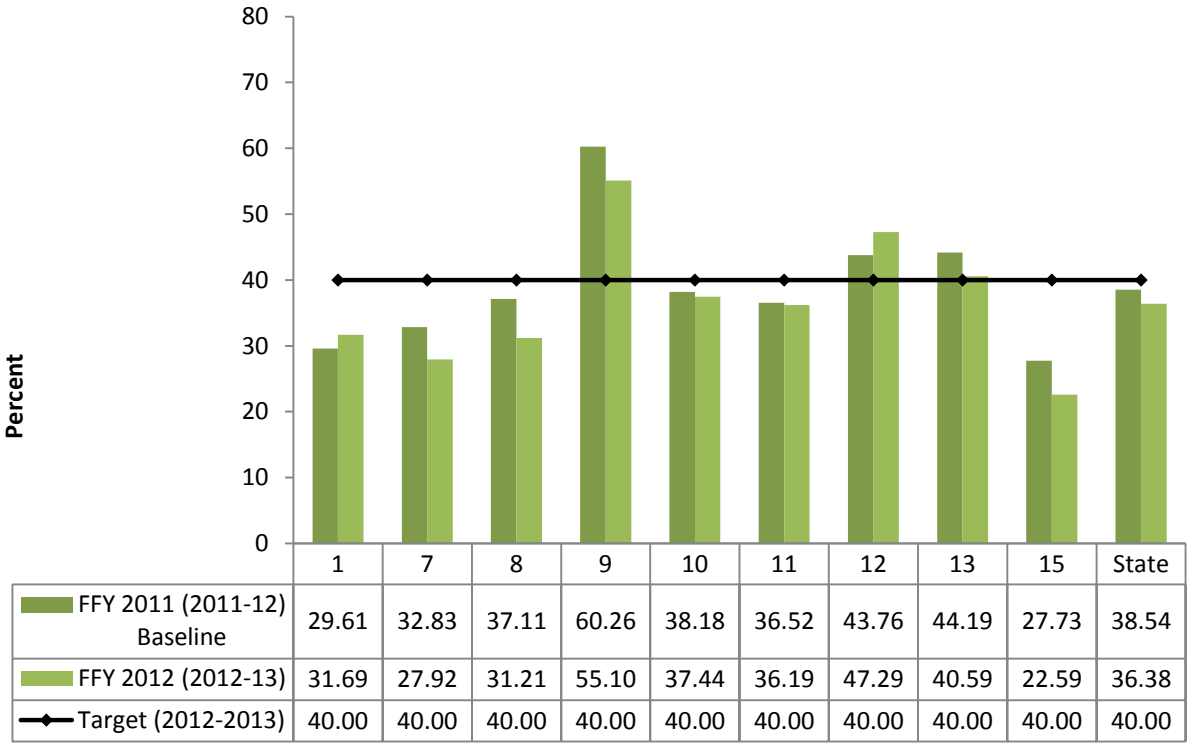


Figure B6.1. SEA Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. *Source. Iowa Information Management System, FFY 2012 (2012-2013).*

Iowa did not meet the state target for Indicator 6A for FFY 2012 (2012-2013). Results of the State data indicate a slight decrease from 38.54% of children who receive the majority of special education and related services in the regular early childhood program in FFY 2011 (2011-2012) to 36.38% in FFY 2012 (2012-2013).

Table B6.1 provides numbers and percents for FFY 2012 (2012-2013) of children and youth ages 3-5 with IEPs who received the majority of special education and related services in the regular early childhood program, by AEA and for the State.

Table B6.1

AEA and SEA Number and Percentage of Children with IEPs Ages 3-5 receiving the majority of services in regular education program

AEA	1	7	8	9	10	11	12	13	15	State
N Setting	161	282	152	362	401	600	236	263	129	2586
N Total	508	1010	487	657	1071	1658	499	648	571	7109
Percent	31.69	27.92	31.21	55.10	37.44	36.19	47.29	40.59	22.59	36.38

Source. Iowa Information Management System, FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2012 (2012-2013).

Figure B6.2 presents the State baseline, measureable and rigorous targets, and actual target data through FFY 2012 (2012-2013) for the percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

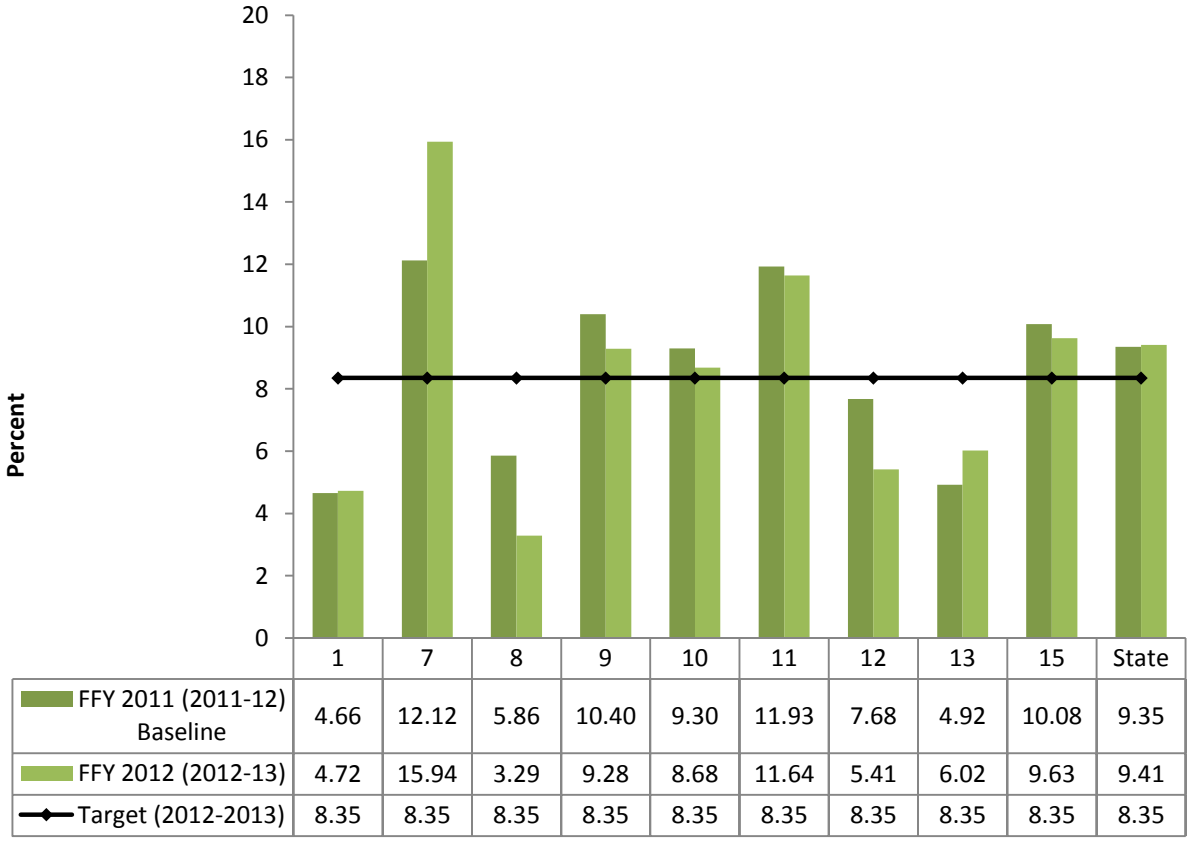


Figure B6.2. SEA Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility. *Source. Iowa Information Management System, FFY 2012 (2012-2013).*

Iowa was above the threshold for Indicator 6B for FFY 2012 (2012-2013). Results of the State data indicate a slight increase from 9.35% of children attending a separate special education class, separate school or residential facility in FFY 2011 (2011-2012) to 9.41% in FFY 2012 (2012-2013).

Table B6.2 provides numbers and percents for FFY 2012 (2012-2013) of children and youth ages 3-5 with IEPs who received the majority of special education and related services in a separate class, separate school or residential facility.

Table B6.2
AEA and SEA Number and Percentage of Children with IEPs Ages 3-5
receiving the majority of services in separate class, separate school or residential facility

AEA	1	7	8	9	10	11	12	13	15	State
N Setting	24	161	16	61	93	193	27	39	55	669
N Total	508	1010	487	657	1071	1658	499	648	571	7109
Percent	4.72	15.94	3.29	9.28	8.68	11.64	5.41	6.02	9.63	9.41

Source. Iowa Information Management System, FFY 2012 (2012-2013), and Iowa 618 Table 3, FFY 2012 (2012-2013).

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY2012 (2012-2013) are discussed in Table B6.3.

Table B6.3
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Systems Administration and Monitoring. Each Local Education Agency (LEA) must develop a District Developed Service Delivery (DDSD) Plan that describes a system of delivering instructional services and supports along the full continuum to meet the needs of eligible individuals ages 3 to 21.	Districts will provide the full continuum of services and supports for students, allowing students to move along the continuum and increase time spent in the least restrictive environment, including children 3 through 5.
Improve Data Collection and Reporting. Develop and provide professional development for AEA consultants, administrators, and data entry personnel statewide on the process of completing the data reporting forms, Early Childhood Setting Code Worksheet and Web IEP Services (Page F), to ensure correct data entry procedures.	Improved accuracy of data reported for Early Childhood Setting Codes
Improve Data Collection and Reporting. AEA will provide professional development on special education procedures for IEP Teams statewide. Professional Development will include the process of completing the data reporting forms, Early Childhood Setting Code Worksheet and Web IEP Services (Page F), to ensure correct data entry procedures.	Improved accuracy of data reported for Early Childhood Setting Codes
Improve Data Collection and Reporting. The SEA will conduct desk audits statewide of the data reported from the Early Childhood Setting Code worksheets and Web IEP Services (Page F) in the Information Management System (IMS) to assess the validity and reliability of calculations and resulting early childhood setting code data.	Improved accuracy of data reported for Early Childhood Setting Codes
Clarify/Examine/Develop Policies and Procedures. SEA will examine DDSD Plans and practices of districts in Iowa with exemplary data for providing special education services for children, 3-5, in regular early childhood programs.	SEA will gain useful information from districts on practices that have a positive effect on provision of special education services in early childhood programs as the least restrictive environment.

Explanation Slippage That Occurred for FFY 2012 (2012-2013). The analyses of FFY 2012 (2012-2013) reporting year data form the basis of discussion that follows. The SEA did not meet targets for B6A or B6B. The SEA attributes slippage in both indicators to a lack of coordinated and consistent data entry procedures in the collection of the educational environments data. While Iowa has implemented data coding to collect the educational environments into Iowa's Individualized Education Program (IEP) for children ages 3 – 5, the procedures are still in the beginning stages of implementation. The SEA is addressing this issue with a statewide implementation of a new IEP web-based form to consistently collect the following on every child's IEP:

- Setting(s) in which children attend throughout the school day;
- Amount of time children attend general education setting(s), if applicable; and
- Specific amount of time and type of educational environment in which children receive special education instructional and support/related services.

In addition, the SEA has also increased emphasis on how the provision of services in the Least Restrictive Environments (LRE) applies to the placement of preschool children. Additionally, multiple stakeholders, including Area Education Agency (AEA) Directors of Special Education and AEA Early Childhood Leadership Network, have received a copy of the OSEP Letter on Least Restrictive Environments for Preschool Children with Disabilities (February 2012) to clarify the provision of a full continuum of placements for preschool children in special education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

Outcomes:

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

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

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

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

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

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

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

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

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in

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

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

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

Data Source: State selected data source.

Measurable and Rigorous Target:

Early Childhood Outcomes (ECO) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	Outcome A, Summary Statement 1: 80.25% of children will have substantially increased their rate of growth with respect to social-emotional skills. Outcome A, Summary Statement 2: 67.54% of children will be functioning within age expectations with respect to social-emotional skills. Outcome B, Summary Statement 1: 87.97% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills. Outcome B, Summary Statement 2: 48.92% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills. Outcome C, Summary Statement 1: 70.67% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs. Outcome C, Summary Statement 2: 68.98% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs.

Actual Target Data for FFY 2012 (2012-2013):

Data for FFY 2012 (2012-2013) for children exiting early childhood special education services are presented in Figures B7.1 through B7.6. Progress data and actual numbers used in the calculations are presented in Tables B7.1, B7.2 and B7.3. Iowa's criteria for defining "comparable to same-aged peers" is a child who has been rated as a 6 or 7 on the ECO Summary form.

Table B7.1 provides the corresponding n sizes and percentages for Outcome A, positive social-emotional skills.

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

Category	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	6	272	212	212	357	1059
Percent	0.57	25.68	20.02	20.02	33.71	100

Source. Information Management System Data Report, FFY 2012 (2012-2013).

Table B7.2 provides the corresponding n sizes and percentages for Outcome B, acquisition and use of knowledge and skills.

Table B7.2
SEA numbers for Outcome B: Acquisition and use of knowledge and skills

Category	Did Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	3	311	463	241	41	1059
Percent	0.28	29.37	43.72	22.76	3.87	100

Source. Information Management System Data Report, FFY 2012 (2012-2013).

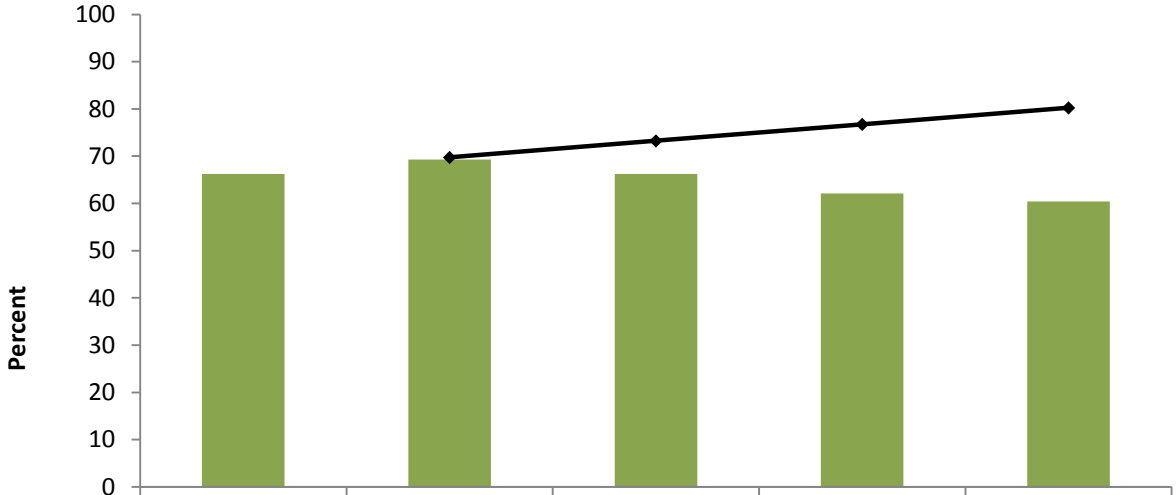
Table B7.3 provides the corresponding n sizes and percentages for Outcome C, use of appropriate behaviors.

Table B7.3
SEA Numbers for Outcome C - Use of appropriate behaviors to meet their needs

Category	Did Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	4	251	152	218	434	1059
Percent	0.38	23.70	14.35	20.59	40.98	100

Source. Information Management System Data Report, FFY 2012 (2012-2013).

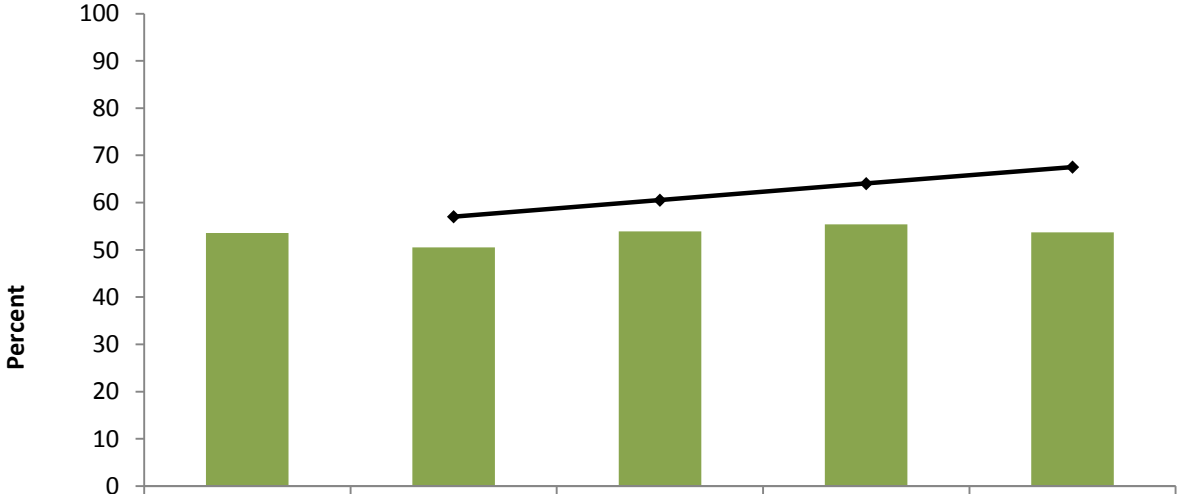
Figure B7.1 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome A, positive social-emotional skills, for FFY 2012 (2012-2013).



	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	66.25	69.29	66.26	62.10	60.40
Target		69.75	73.25	76.75	80.25

Figure B7.1 Percent of Children Substantially Increasing Their Rate of Growth for Positive Social-Emotional Skills (Summary Statement 1, Outcome A). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

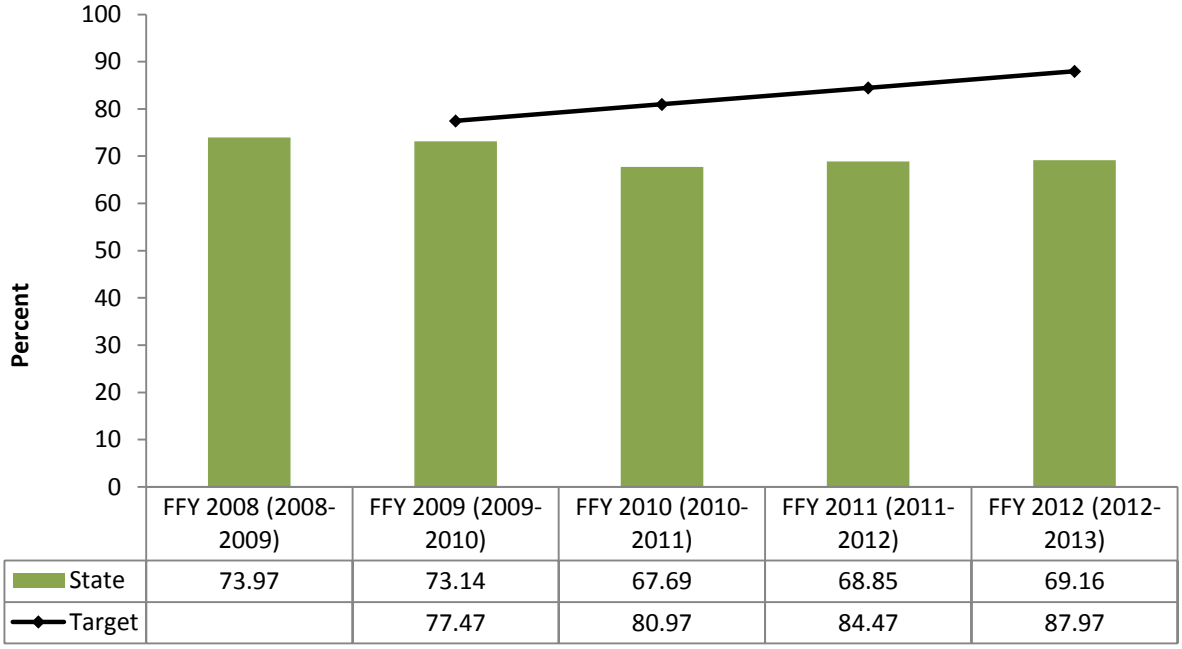
Figure B7.2 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome A, positive social-emotional skills, for FFY 2012 (2012-2013).



	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	53.54	50.54	53.93	55.43	53.73
Target		57.04	60.54	64.04	67.54

Figure B7.2 Percent of Children Functioning within Age Expectations for Positive Social-Emotional Skills (Summary Statement 2, Outcome A). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

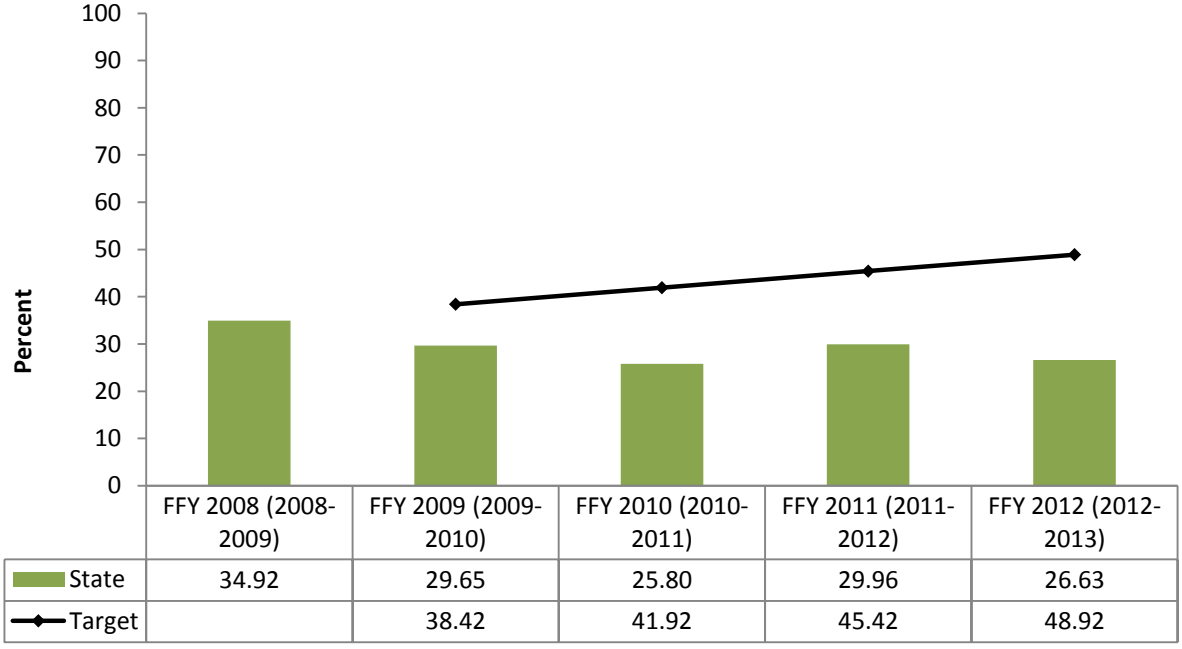
Figure B7.3 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome B, acquisition and use of knowledge and skills, for FFY 2012 (2012-2013).



	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	73.97	73.14	67.69	68.85	69.16
Target		77.47	80.97	84.47	87.97

Figure B7.3 Percent of Children Substantially Increasing Their Rate of Growth for Acquisition and Use of Knowledge and Skills (Summary Statement 1, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Figure B7.4 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome B, acquisition and use of knowledge and skills, for FFY 2012 (2012-2013).



	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	34.92	29.65	25.80	29.96	26.63
Target		38.42	41.92	45.42	48.92

Figure B7.4 Percent of Children Functioning within Age Expectations for Acquisition and Use of Knowledge and Skills (Summary Statement 2, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Figure B7.5 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome C, use of appropriate behaviors, for FFY 2012 (2012-2013).

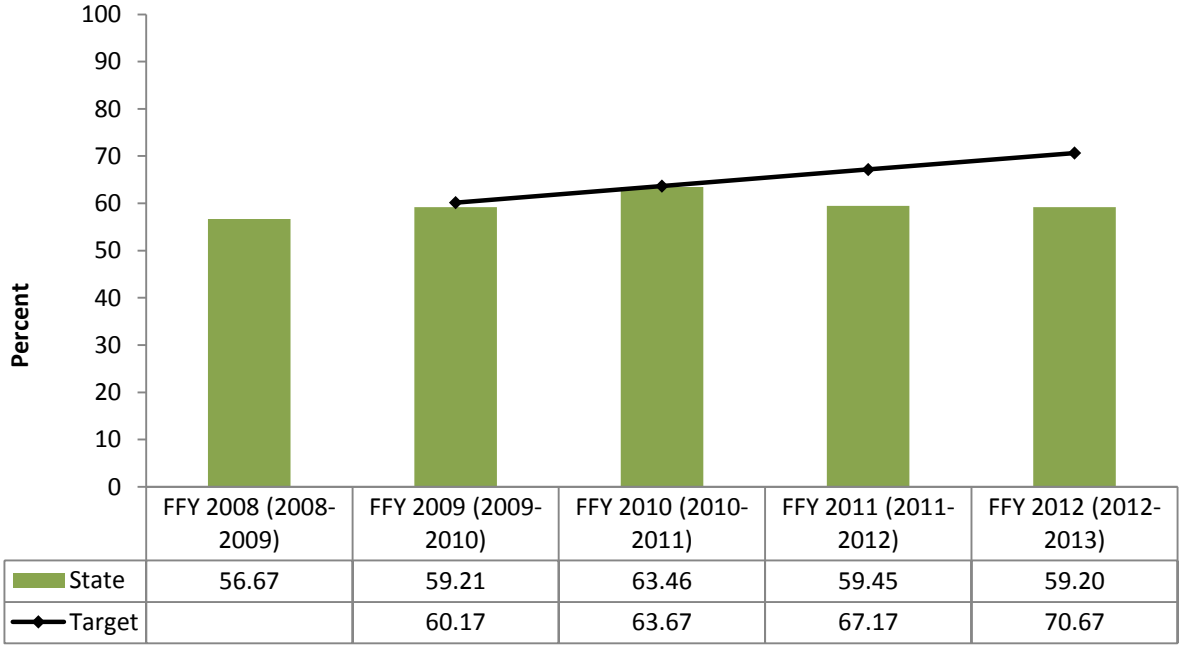


Figure B7.5 Percent of Children Substantially Increasing Their Rate of Growth for Use of Appropriate Behaviors (Summary Statement 1, Outcome C). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Figure B7.6 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome C, use of appropriate behaviors, for FFY 2012 (2012-2013).

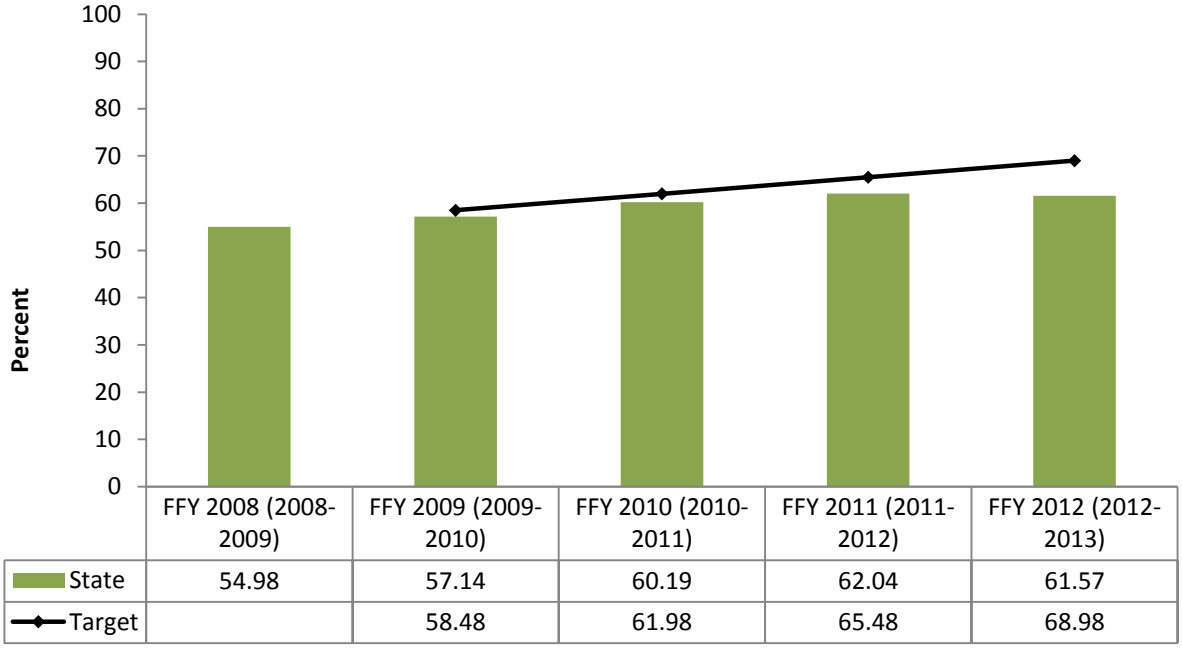


Figure B7.6 Percent of Children Functioning within Age Expectations for Use of Appropriate Behaviors (Summary Statement 2, Outcome C). *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Tables B7.4 through B7.6 show raw numbers used in the calculations by AEA.

Table B7.4
AEA Numbers for Outcome A: Positive social-emotional skills

AEA	Did Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
1	0	19	17	23	35	94
7	2	27	22	14	18	83
8	0	13	10	9	13	45
9	0	16	13	13	7	49
10	1	58	59	51	90	259
11	2	59	39	50	105	255
12	0	32	17	16	31	96
13	0	13	21	16	18	68
15	1	35	14	20	40	110
State	6	272	212	212	357	1059

Source. Information Management System Data Report, FFY 2012 (2012-2013).

Table B7.5
AEA numbers for Outcome B: Acquisition and use of knowledge and skills

AEA	Did Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
1	0	28	30	33	3	94
7	1	28	35	17	2	83
8	0	7	33	3	2	45
9	0	11	29	6	3	49
10	0	73	95	81	10	259
11	0	81	105	55	14	255
12	0	26	53	16	1	96
13	0	18	30	17	3	68
15	2	39	53	13	3	110
State	3	311	463	241	41	1059

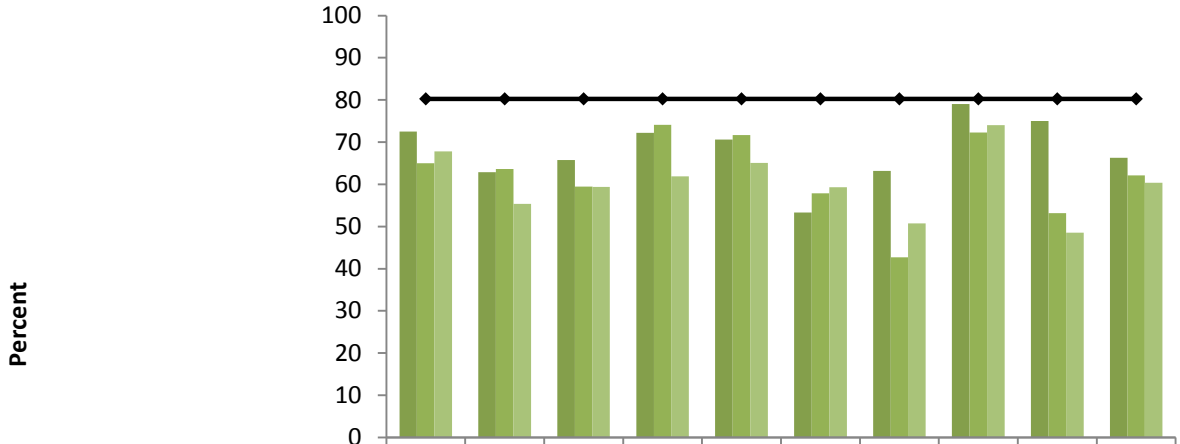
Source. Information Management System Data Report, FFY 2012 (2012-2013).

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

AEA	Did Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
1	0	15	17	22	40	94
7	1	27	15	18	22	83
8	0	12	10	10	13	45
9	0	16	11	16	6	49
10	1	54	31	57	116	259
11	1	46	32	48	128	255
12	0	33	14	11	38	96
13	0	21	6	17	24	68
15	1	27	16	19	47	110
State	4	251	152	218	434	1059

Source. Information Management System Data Report, FFY 2012 (2012-2013).

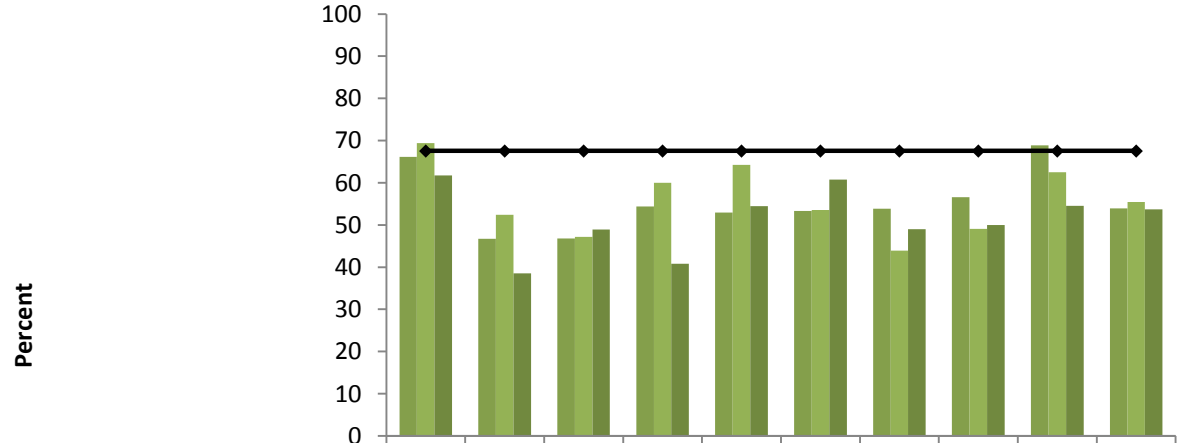
Figure B7.7 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome A, positive social-emotional skills, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	72.50	62.89	65.75	72.22	70.59	53.33	63.21	79.03	75.00	66.26
FFY 2011 (2011-2012)	65.00	63.64	59.42	74.07	71.64	57.87	42.71	72.29	53.13	62.10
FFY 2012 (2012-2013)	67.80	55.38	59.38	61.90	65.09	59.33	50.77	74.00	48.57	60.40
FFY 2012 (2012-2013) Target	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25	80.25

Figure B7.7 Percent of Children Substantially Increasing Their Rate of Growth for Positive Social-Emotional Skills (Summary Statement 1, Outcome A) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

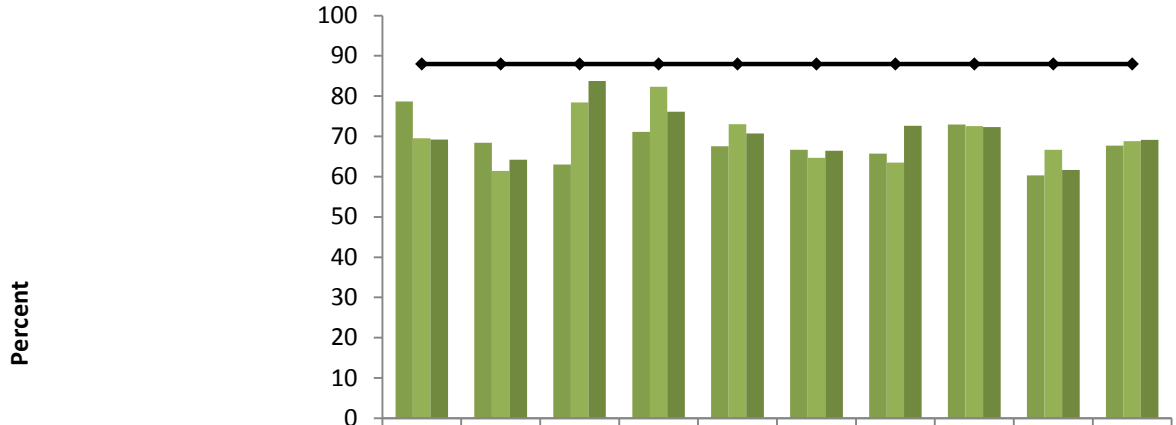
Figure B7.8 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome A, positive social-emotional skills, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	66.15	46.72	46.81	54.35	52.94	53.29	53.85	56.58	68.85	53.93
FFY 2011 (2011-2012)	69.41	52.43	47.19	60.00	64.26	53.56	43.94	49.06	62.50	55.43
FFY 2012 (2012-2013)	61.70	38.55	48.89	40.82	54.44	60.78	48.96	50.00	54.55	53.73
FFY 2012 (2012-2013) Target	67.54	67.54	67.54	67.54	67.54	67.54	67.54	67.54	67.54	67.54

Figure B7.8 Percent of Children Functioning within Age Expectations for Positive Social-Emotional Skills (Summary Statement 2, Outcome A) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

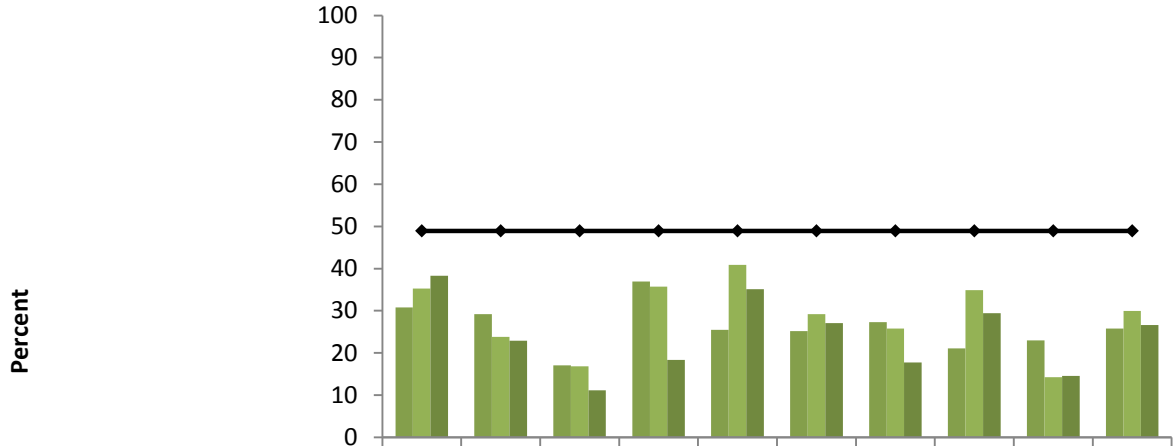
Figure B7.9 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome B, acquisition and use of knowledge and skills, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	78.69	68.42	63.04	71.11	67.55	66.67	65.71	72.97	60.34	67.69
FFY 2011 (2011-2012)	69.51	61.45	78.41	82.35	73.04	64.66	63.49	72.55	66.67	68.85
FFY 2012 (2012-2013)	69.23	64.20	83.72	76.09	70.68	66.39	72.63	72.31	61.68	69.16
FFY 2012 (2012-2013) Target	87.97	87.97	87.97	87.97	87.97	87.97	87.97	87.97	87.97	87.97

Figure B7.9 Percent of Children Substantially Increasing Their Rate of Growth for Acquisition and Use of Knowledge and Skills (Summary Statement 1, Outcome B) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

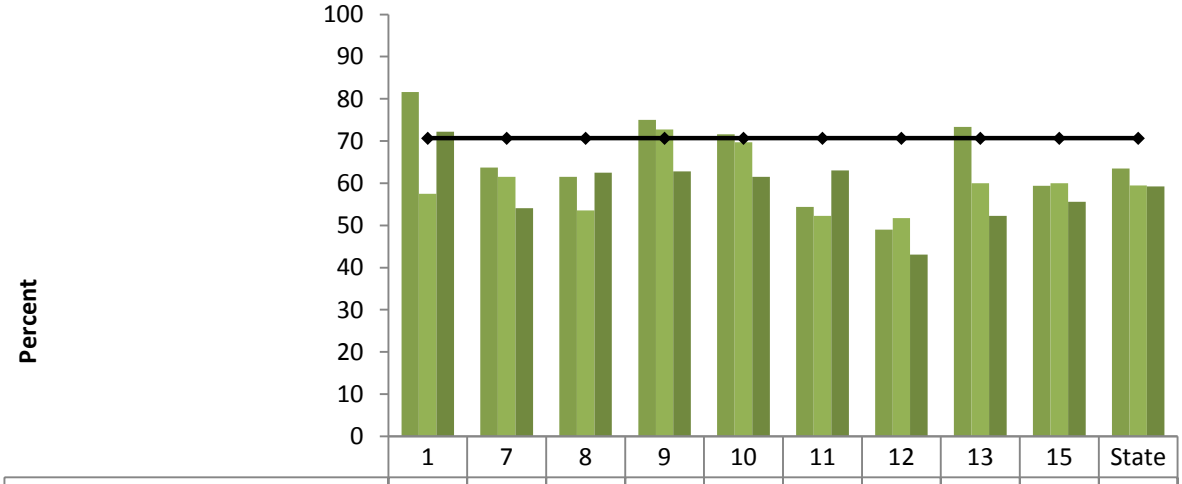
Figure B7.10 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome B, acquisition and use of knowledge and skills, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	30.77	29.20	17.02	36.96	25.49	25.15	27.27	21.05	22.95	25.80
FFY 2011 (2011-2012)	35.29	23.78	16.85	35.71	40.85	29.21	25.76	34.91	14.29	29.96
FFY 2012 (2012-2013)	38.30	22.89	11.11	18.37	35.14	27.06	17.71	29.41	14.55	26.63
FFY 2012 (2012-2013) Target	48.92	48.92	48.92	48.92	48.92	48.92	48.92	48.92	48.92	48.92

Figure B7.10 Percent of Children Functioning within Age Expectations for Acquisition and Use of Knowledge and Skills (Summary Statement 2, Outcome B) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

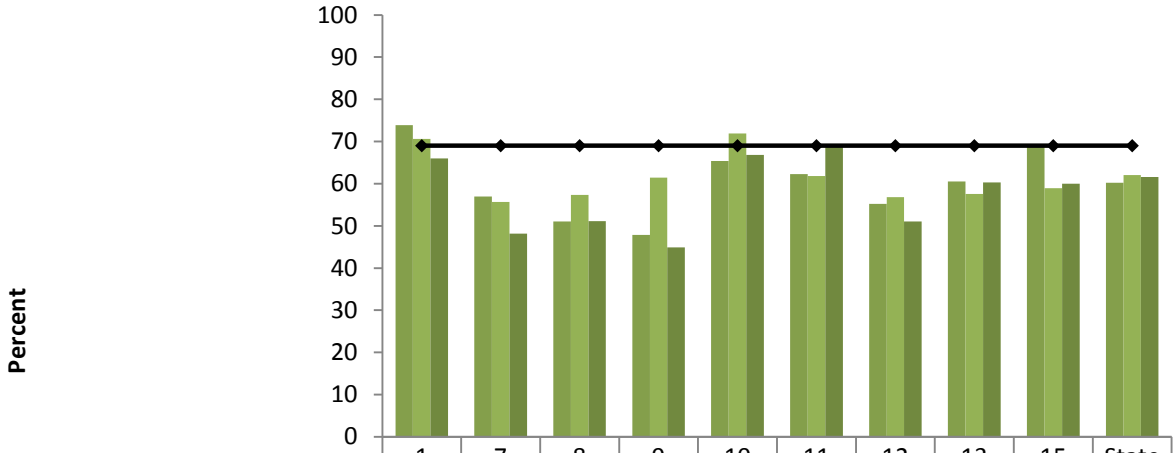
Figure B7.11 illustrates the percent of preschool children with IEPs who substantially increased their rate of growth on Outcome C, use of appropriate behaviors, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	81.58	63.74	61.54	75.00	71.59	54.35	48.96	73.33	59.38	63.46
FFY 2011 (2011-2012)	57.50	61.54	53.57	72.73	69.72	52.29	51.72	60.00	60.00	59.45
FFY 2012 (2012-2013)	72.22	54.10	62.50	62.79	61.54	62.99	43.10	52.27	55.56	59.20
FFY 2012 (2012-2013) Target	70.67	70.67	70.67	70.67	70.67	70.67	70.67	70.67	70.67	70.67

Figure B7.11 Percent of Children Substantially Increasing Their Rate of Growth for Use of Appropriate Behaviors (Summary Statement 1, Outcome C) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Figure B7.12 illustrates the percent of preschool children with IEPs who were functioning within age expectations on Outcome C, use of appropriate behaviors, for FFY 2012 (2012-2013) by AEA.



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	73.85	56.93	51.06	47.83	65.36	62.28	55.24	60.53	68.85	60.19
FFY 2011 (2011-2012)	70.59	55.68	57.30	61.43	71.91	61.80	56.82	57.55	58.93	62.04
FFY 2012 (2012-2013)	65.96	48.19	51.11	44.90	66.80	69.02	51.04	60.29	60.00	61.57
FFY 2012 (2012-2013) Target	68.98	68.98	68.98	68.98	68.98	68.98	68.98	68.98	68.98	68.98

Figure B7.12 Percent of Children Functioning within Age Expectations for Use of Appropriate Behaviors (Summary Statement 2, Outcome C) by AEA. *Source. Iowa's Information Management System (IMS) FFY 2012 (2012-2013)*

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY2012 (2012-2013) are discussed in Table B7.7.

Table B7.7
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Systems Administration and Monitoring. SEA conducts onsite monitoring of LEA to verify implementation of Iowa Quality Preschool Program Standards (IQPPS) and criteria, including curriculum and child assessment.	LEA implemented IQPPS and criteria.
Improve Data Collection and Reporting. SEA conducts quarterly data verification reports to ensure the accuracy of every student's ECO information.	Valid and reliable ECO data for every child entering and exiting early childhood special education services.
Improve Data Collection and Reporting. Develop and provide ongoing training for AEA consultants and administrators, and data entry personnel statewide. Training includes the process of completing the ECO Summary form and correct data entry procedures.	AEA consultants and administrators were trained in ECO procedures statewide. AEA data entry staff trained to enter valid and reliable data.
Improve Data Collection and Reporting. AEA provides training sessions for IEP Teams statewide. Training targets the process of completing the ECO Summary form and correct data entry procedures.	IEP Teams trained in ECO procedures statewide.
Provide Technical Assistance. Develop statewide evaluation and assessment procedures for AEA personnel.	Consistent statewide evaluation and assessment procedures for identifying children ages 3 – 21 for special education services.
Provide Technical Assistance. Provide professional development to AEAs and LEAs on Iowa Quality Preschool Program Standards and implement procedures for evaluation, child assessment and curriculum.	Trained AEA and LEA personnel.
Provide Technical Assistance. SEA requires LEA to implement preschool program standards in Early Childhood Special Education (ECSE) and Early Childhood (EC) programs serving children on an IEP.	LEA implemented preschool program standards.
Provide Technical Assistance. SEA integrates ECO process into IEP statewide procedures documents and other technical assistance provided.	Consistent procedures statewide in completing the ECO Summary form; instructions for ECO process posted along with IEP procedures on DE Website.
Evaluation. SEA collaborates with Special Education Advisory Panel in analyzing progress data and setting targets for submission in February 2010.	Measureable, rigorous targets for summary statements of ECO measures.
Improve Data Collection and Reporting. SEA is entering into a state-wide Umbrella Agreement with Teaching Strategies, Inc., for Web based online reporting for the *GOLD* assessment system to track progress of all children and provide access to ECO indicator data for children in Part B-619.	Improved accuracy of ECO data.

Explanation Slippage That Occurred for FFY 2012 (2012-2013)
Data reported for the FFY 2012 (2012-2013) are progress data and actual target data for summary statements in each of the ECO Areas (Outcomes A, B and C). The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required. Iowa's criterion for defining "comparable to same-aged peers" is a child who has been rated as 6 or 7 on the ECO Summary form.

Substantially Increasing Rate of Growth (Summary Statement 1). Analysis of State performance revealed the following in each of the three Outcome areas:

(A) Social-Emotional Skills: Iowa was below the target of 80.25% by -16.35% (60.40%).
(B) Acquisition of Knowledge and Skills: Iowa was below the target of 87.97% by -18.81% (69.16%).
(C) Appropriate Behaviors to Meet Their Needs: Iowa was below the target of 70.67% by -11.47% (59.20%).

As shown in Figures B7.7, B7.9 and B7.11, analysis of AEA (Summary Statement 1) performance revealed the following in each of the three Outcome areas:

(A) Social-Emotional Skills: Zero of nine AEAs met the target.
(B) Acquisition of Knowledge and Skills: Zero of nine AEAs met the target.
(C) Appropriate Behaviors to Meet Their Needs: One of nine AEAs met the target.

Functioning within Age Expectations (Summary Statement 2). Analysis of State data revealed the following in each of the three Outcome areas:

(A) Social-Emotional Skills: Iowa was below the target of 67.54% by -13.81% (53.73%).
(B) Acquisition of Knowledge and Skills: Iowa was below the target of 48.92% by -22.29% (26.63%).
(C) Appropriate Behaviors to Meet Their Needs: Iowa was below the target of 68.98% by -7.41% (61.57%).

As shown in Figures B7.8, B7.10 and B7.12, analysis of AEA (Summary Statement 2) performance revealed the following in each of the three Outcome areas:

(A) Social-Emotional Skills: Zero of the nine AEAs met the target.
(B) Acquisition of Knowledge and Skills: Zero of nine AEAs met the target.
(C) Appropriate Behaviors to Meet Their Needs: One of nine AEAs met the target.

The SEA did not meet the targets in the three outcomes for increasing children's rate of growth or functioning within age expectations. The SEA also showed slippage on Outcome A for Summary Statements 1 and 2, Outcome B for Summary Statement 2, and Outcome C for Summary Statements 1 and 2.

The SEA attributes the slippage in the three Outcomes (A, B, C) to the need to implement evidence-based instructional strategies, individualized interventions and supports based on the collection and analysis of formative assessment and progress monitoring data. The SEA has implemented the requirement for preschool settings serving children on an IEP to meet program standards including criteria for curriculum, teaching, assessment of child progress and staff qualifications. While the SEA has completed numerous verification visits to monitor the implementation of the Iowa Quality Preschool Program Standards, the data suggest that preschool teaching staff have limited knowledge and skills in the alignment of curriculum, child assessment, instruction and individualized interventions to support children's learning across developmental areas.

Additionally, the slippages can be attributed to the inconsistency in IEP Teams understanding of the ECO 7-point rating scale, limited use of the Decision-Making Matrix to guide the rating process, and measuring isolated skills rather than foundational and functional skills of children's development when determining the ECO ratings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

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.

Data Source: State selected data source.

Measurable and Rigorous Target:

The percent of parents reporting that schools facilitated parent involvement is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the two subcomponents of this indicator.

For FFY 2012 (2012-2013), the measurable and rigorous targets are summarized below.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	**A. 85.00% of parents with a child (ages 3 to 5) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** **B. 75.00% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**

Actual Target Data for FFY 2012 (2012-2013):

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

States are allowed to select a sample of parents to receive the 619 and school-age surveys from which data are obtained for this indicator. States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include: (a) the sampling procedures followed, and (b) similarity or differences of the sample to the population of students with disabilities. The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa's SPP for Indicator 8, updated for FFY 2007, and outlined here.

In order to obtain the sample for FFY 2012 (2012-2013) a representative sample of parents of children with IEPs was drawn from each AEA proportionately by population. Sample size was determined using a 95% level of confidence with a 10% margin of error. The sample was drawn with a high level of confidence in order to ensure representativeness given an adequate response rate, and responses were later assessed for representativeness by age, race and gender (see tables B8.1 – B8.6). (Please note that Iowa does not collect information on disability category.)

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

A response rate of 60.84% (578/950) for ages 3-5 and 8.75% (559/6388) for ages 6-21 was achieved using the original and alternate samples together.

Survey responses that included missing answers or answers marked "not applicable" were included in the data analyses, but the missing data points were not included in either the numerator or denominator in determining the overall opinion of the respondent.

Selection bias was avoided to the largest possible extent by randomizing the selection of participants, giving the contact information of potential participants to personnel administering the survey in random order, and providing a script to personnel administering the survey. Response data were then analyzed to determine the extent to which bias based on age, race or gender were pervasive in the data (see tables B8.1 – B8.6).

Survey response data for FFY 2012 (2012-2013) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B8.1, B8.2 and B8.3 present the representativeness of survey responses by age (B8.1), race/ethnicity (B8.2), and gender (B8.3) for ages 3-5. Tables B8.4, B8.5 and B8.6 present analogous data for the school-aged survey (ages 6-21) with respect to age (B8.4), race/ethnicity (B8.5), and gender (B8.6).

In analyzing the data, the Iowa Department of Education interprets that the survey responses are sufficiently representative of the population by age, race/ethnicity, and gender for general inferences to be made from the data.

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

Age			
Population Percent			
3	4	5	Total
21.63	32.55	45.82	100
Response Percent			
3	4	5	Total
19.72	37.54	42.73	100
Percent Difference			
3	4	5	
-1.91	4.99	-3.08	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note. N=578.

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

Race/Ethnicity							
Population Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
1.43	0.52	9.00	6.06	0.15	78.90	3.92	100
Response Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
0.87	0.69	7.09	3.98	0.17	82.87	4.33	100
Percent Difference							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	
-0.57	0.17	-1.91	-2.08	0.02	3.97	0.40	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note N=578.

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

Gender		
Population Percent		
Female	Male	Total
30.78	69.22	100
Response Percent		
Female	Male	Total
31.14	68.86	100
Percent Difference		
Female	Male	
0.36	-0.36	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note N=578.

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

Age																
Population Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
6.35	6.82	7.44	8.26	8.62	8.63	8.63	8.55	8.45	8.08	7.75	7.04	3.59	1.18	0.55	0.06	100
Response Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
7.87	6.62	7.33	7.87	9.12	7.33	8.94	6.98	8.94	10.02	5.90	7.69	4.47	0.36	0.54	0.00	100
Percent Difference																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.52	-0.20	-0.10	-0.39	0.50	-1.30	0.32	-1.58	0.50	1.94	-1.85	0.65	0.88	-0.83	-0.01	-0.06	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note N=556.

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

Race/Ethnicity							
Population Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
1.01	0.69	10.08	8.91	0.13	75.90	3.28	100
Response Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
0.54	0.18	8.05	5.55	0.36	83.18	2.15	100
Percent Difference							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	
-0.47	-0.51	-2.03	-3.36	0.23	7.28	-1.14	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note N=556.

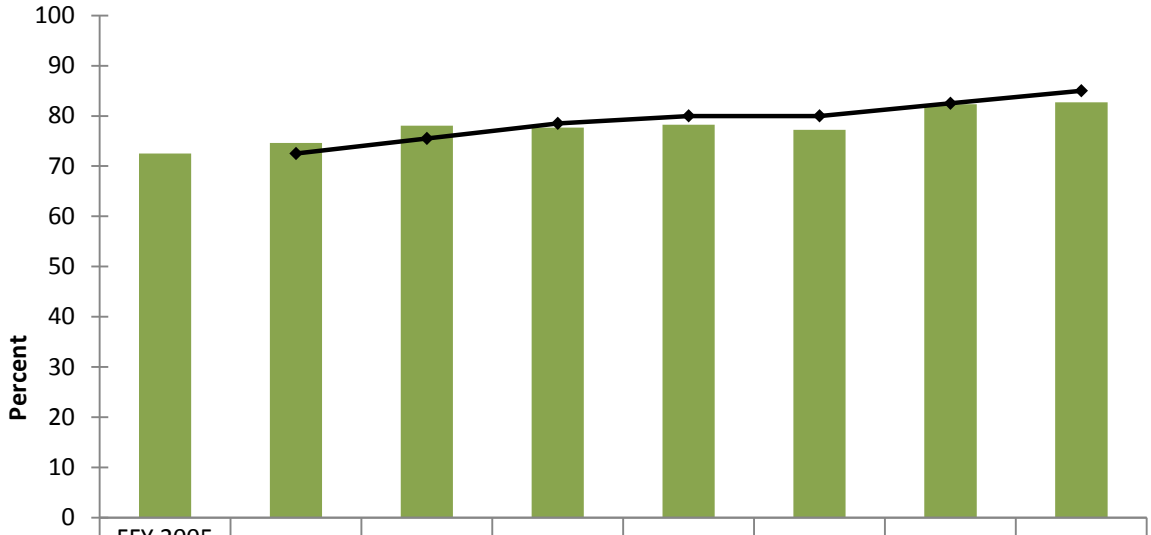
Table B8.6
Representativeness of Survey Responses by Gender, School Age

Gender		
Population Percent		
Female	Male	Total
35.33	64.67	100
Response Percent		
Female	Male	Total
33.09	66.91	100
Percent Difference		
Female	Male	
-2.24	2.24	

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).
Note N=556.

Figure B8.1 presents the State baseline, measureable and rigorous targets and actual target data through FFY 2012 (2012-2013) for the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2011 (2011-2012) indicated that 82.30% of parents with a child (ages three to five) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2012 (2012-2013) the percentage increased to 82.70.



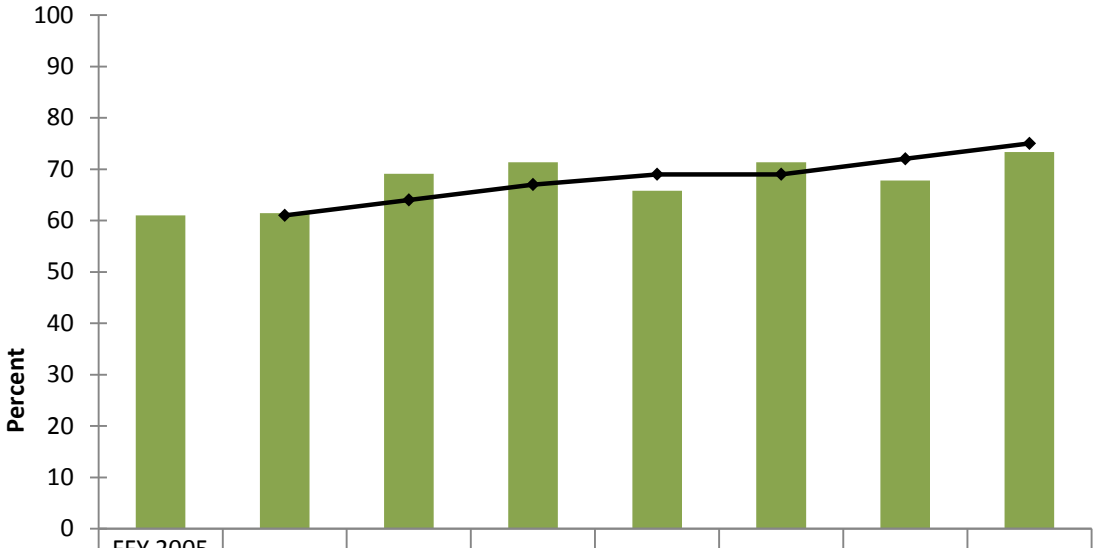
	FFY 2005 (2005-2006) (Baseline)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	72.50	74.60	78.05	77.70	78.27	77.26	82.30	82.70
Target		72.50	75.50	78.50	80.00	80.00	82.50	85.00

Figure B8.1. Trend for Percentage of Parents with a Child (ages 3 to 5) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities.
Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).

The State of Iowa did not meet the measurable and rigorous target for measurement 8A for FFY 2012 (2012-2013) but showed an increase of 0.40% from FFY 2011 (2011-2012).

Figure B8.2 presents the State baseline, measureable and rigorous targets and actual target data through FFY 2012 (2012-2013) for the percentage of parents with children/youth (ages 6 to 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2011 (2011-2012) indicated that 67.81% of parents with children/youth (ages 6 to 21) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2012 (2012-2013) the percentage increased to 73.35.

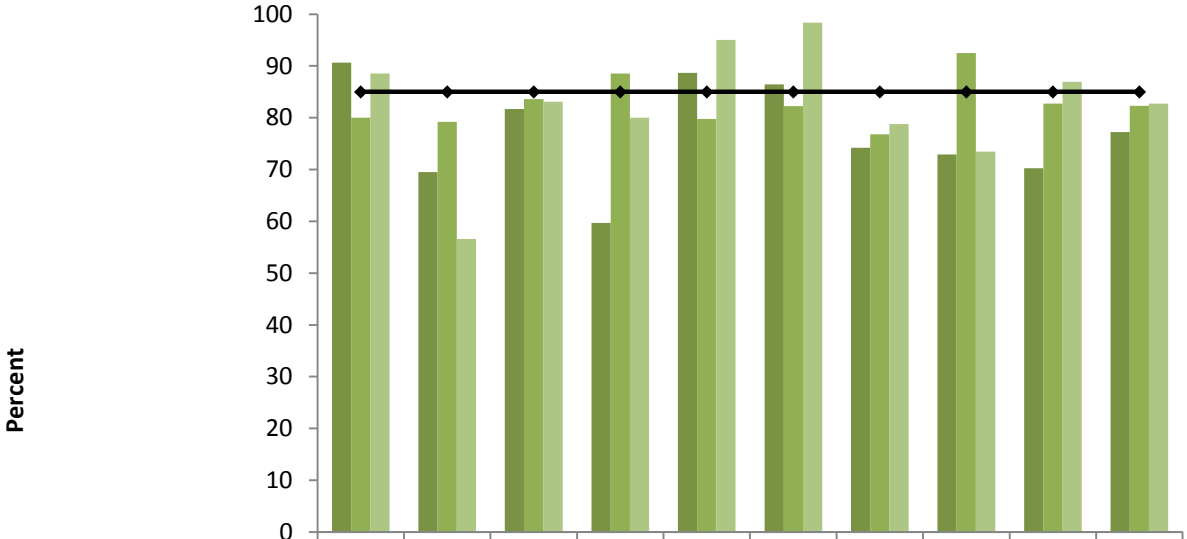


	FFY 2005 (2005-2006) (Baseline)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-1013)
State	61.00	61.46	69.09	71.37	65.79	71.32	67.81	73.35
Target		61.00	64.00	67.00	69.00	69.00	72.00	75.00

Figure B8.2. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).*

The State of Iowa did not met the measurable and rigorous target for measurement 8B for FFY 2012 (2012-2013) but showed an increase of 5.54% from FFY 2011 (2011-2012).

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



	1	7	8	9	10	11	12	13	15	State
FFY 2010 (2010-2011)	90.63	69.51	81.69	59.68	88.64	86.44	74.19	72.92	70.24	77.26
FFY 2011 (2011-2012)	80.00	79.22	83.61	88.52	79.76	82.26	76.79	92.50	82.72	82.30
FFY 2012 (2012-2013)	88.52	56.60	83.12	80.00	95.00	98.39	78.79	73.49	86.96	82.70
Target	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00

Figure B8.3. Trend for Percentage of Parents with a Child (ages three to five) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2009 (2009-2010) through FFY 2012 (2012-2013).*

In FFY 2012 (2012-2013) four of nine AEAs met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for children ages 3-5.

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

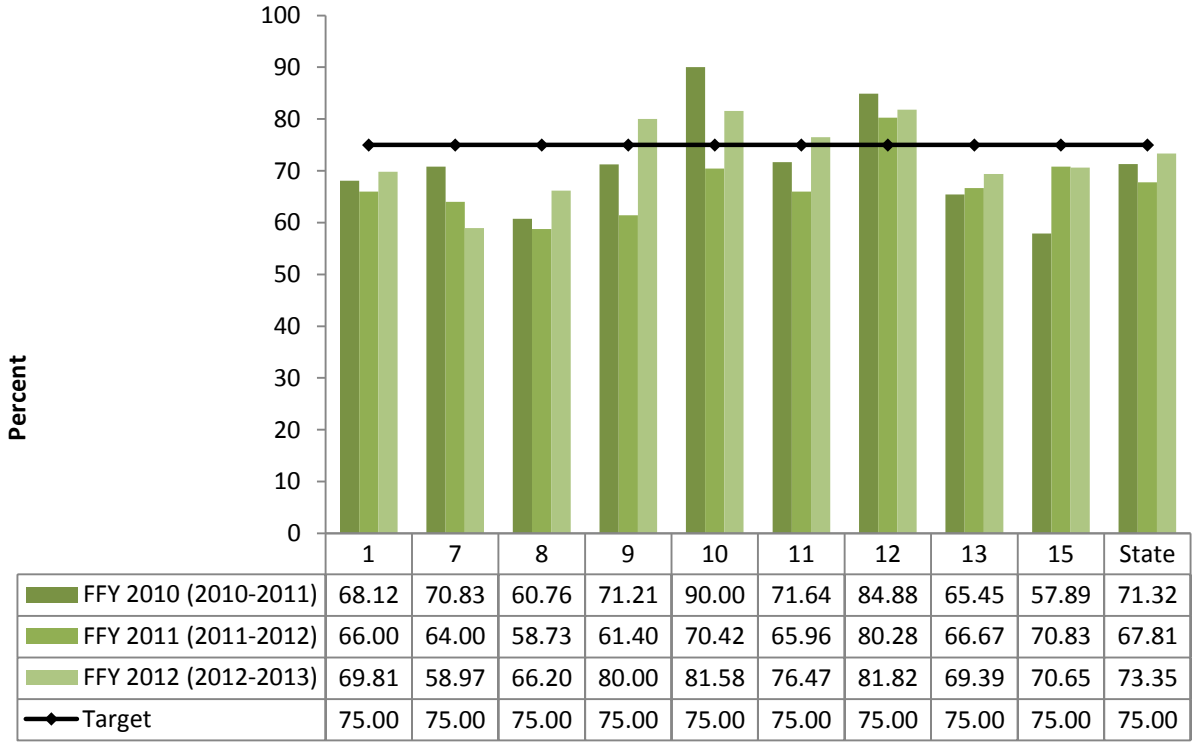


Figure B8.4. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).*

In FFY 2012 (2012-2013) four of ten AEAs met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for school-age children.

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

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

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

AEA	1	7	8	9	10	11	12	13	15	State
N Agree	54	30	64	40	76	61	52	61	40	478
N Response	61	53	77	50	80	62	66	83	46	578
Percent	88.52	56.60	83.12	80.00	95.00	98.39	78.79	73.49	86.96	82.70

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).

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

AEA	1	7	8	9	10	11	12	13	15	State
N Agree	37	23	47	36	62	52	54	34	65	410
N Response	53	39	71	45	76	68	66	49	92	559
Percent	69.81	58.97	66.20	80.00	81.58	76.47	81.82	69.39	70.65	73.35

Source. Iowa's Information Management System and I-Star System, FFY 2012 (2012-2013).

Discussion of Improvement Activities Completed and Explanation Slippage That Occurred for FFY 2012 (2012-2013):

Discussion of Improvement Activities That Occurred for FFY 2012 (2012-2013). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B8.9.

Table B8.9
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Provide Technical Assistance. The PEC will identify developed training modules including: 1)Improving Relationships and Results: Building Family School Partnerships, 2) The transition modules developed through the post secondary SPDG grant, 3) provide opportunity for parents and educators to learn together.	The SEA and PEC will have the materials and support needed to implement and conduct the trainings and activities needed to support parents and educators in working together to improve results for students.
Evaluation. SEA will revise requirements for submission of year end reports from PEC Coordinators to include documentation of interaction with parents.	Nine out of nine AEAs offered trainings for parents, educators, students and community providers.
Evaluation. SEA and AEA/PEC staff will design and test an additional survey method to gather the parent survey for next 5 year state plan.	Informational packets for survey administrators will be developed; student information loaded effectively into the I-STAR system; practice with system entry on the web

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). Slippage did not occur for Indicator B8.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None.

2011-2012 Parent Survey - Preschool Special Education

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

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

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

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

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

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

Thank you very much for your input.

2011-2012 Parent Survey – K-12 Special Education

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

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

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

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

23.	- gives parents the help they may need to play an active role in their child's education.	❑	❑	❑	❑	❑	❑	❑	❑
24.	- provides information on agencies that can assist my child in the transition from school.	❑	❑	❑	❑	❑	❑	❑	❑
25.	- explains what options parents have if they disagree with a decision of the school.	❑	❑	❑	❑	❑	❑	❑	❑

***As of today, how old is your child?** ***In what grade is your child?** Options – K-12 ***At what age did your child begin to receive Early ACCESS or special education services?** Under 1; birth – age 2; Age 3-5; Age 6-8; Age 9-12; Age 13-17; Age 18+	
Thank you very much for your input.	Do you have any other comments your wish to provide to the program?

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

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

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

Measurement:

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

*Disproportionate overrepresentation is defined as occurring when the weighted risk ratio or alternate risk ratio is greater than 2.00.

Data Source: Data collected under IDEA section 618 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended) and the State's analysis to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

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

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

State Definition of Disproportionate Representation. Consistent with the "Disproportionality: Discussion of SPP/APR Response Table Language" (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2006 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), the SEA defines disproportionate overrepresentation as occurring when the weighted risk ratio or alternate risk ratio is greater than 2.00.

Measurement of Disproportionate Representation. In FFY 2007 (2007-2008) Iowa changed calculations used to determine disproportionate representation from the composition index to a weighted risk ratio.

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

The race/ethnicity categories used for analysis were: African American, Hispanic, Asian, American Indian, Pacific Islander, Caucasian, and Multiple Races. The formula for the weighted risk ratio is:

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

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

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

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

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

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

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

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

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

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

Please note that this report will use the reporting year of FFY 2012 (2012-2013) for labeling of data, but the data for this indicator are from one year previous and include data from FFY 2011 (2011-2012).

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2012 (2012-2013)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification**

Actual Target Data for FFY 2012 (2012-2013):

Data analyzed for FFY 2012 (2012-2013) are the same data reported to OSEP for Iowa's 618 Table 1: Report of Children With Disabilities Receiving Special Education Under Part B of the IDEA for 2012-2013. The actual numbers used in the calculations are summarized in Table B9.1.

AEAs are the sub-recipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as reflected in Iowa's State Eligibility Document on file with OSEP. In addition, because Iowa's Area Education Agencies carry primary responsibility for conducting child-find activities, data for Indicator 9 were examined at the AEA level. There were 0 AEAs that were excluded from this analysis.

Table B9.1
Raw Numbers Used to Generate Calculations, FFY 2012 (2012-2013)

	African-American	Hispanic	Asian	Native-American	Caucasian	Pacific Islander	Multi-racial	Total
AEA 1	238	165	17	12	3451	20	124	4027
AEA 267	909	878	49	68	6368	11	268	8551
AEA 8	111	438	40	14	2951	*	104	3662
AEA 9	705	710	40	24	3744	*	233	5464
AEA 10	1062	520	83	42	5864	*	247	7820
AEA 11	1672	1742	245	57	10373	14	604	14707
AEA 12	146	894	60	125	3389	*	99	4718
AEA 13	124	315	27	45	4564	*	109	5191
AEA 15	261	259	29	17	3807	*	140	4516
State of Iowa	5228	5921	590	404	44511	74	1928	58656

Source: Iowa 618 Table 1, FFY 2012 (2012-2013) and Iowa Project EASIER FFY 2012 (2012-2013). *Data not reportable due to small cell size.

Table B9.1 shows AEAs and race/ethnicity groups where Iowa's cell size requirement often resulted in no calculation of a weighted or alternate risk ratio for the Pacific Islander category, as indicated by an asterisk.

Table B9.2 summarizes AEA-level data for disproportionate representation, for FFY 2012 (2012-2013). Categories of disproportionate representation, based on Iowa's definition of overrepresentation, are highlighted.

Table B9.2
Weighted-risk Ratio (or Alternate Risk Ratio) for AEA and State, by Subgroup, FFY 2012 (2012-2013)

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

	African-American	Hispanic	Asian	Native-American	Pacific Islander	Caucasian	Multi-racial
AEA 1	2.05	1.08	0.49	1.30	0.72	1.13	1.37
AEA 267	1.91	1.09	0.41	1.55	0.78	0.64	1.15
AEA 8	1.62	1.09	0.50	1.71	0.81		1.30
AEA 9	1.62	1.11	0.39	1.27	0.84		1.12
AEA 10	1.87	1.29	0.42	1.84	0.74		0.97
AEA 11	1.93	1.24	0.45	1.46	0.71	0.85	1.20
AEA 12	1.40	1.00	0.66	1.67	0.89		1.23
AEA 13	1.58	0.83	0.84	1.85	0.89		1.25
AEA 15	1.67	0.92	0.63	1.29	0.89		1.04
Iowa	1.78	1.09	0.46	1.60	0.80	0.74	1.14

Source: Iowa Project EASIER, FFY 2012 (2012-2013) and Iowa Information Management System FFY 2012 (2012-2013).

For FFY 2012 (2012-2013), one of nine AEAs had disproportionate representation, meaning that one AEA met or exceeded the criteria for under- or over-representation. This AEA was required to engage in reviews of policies, procedures, and practices to determine if disproportionate representation was the result of inappropriate identification.

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

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

[20 U. S. C. 1414 (b) (5); 34 CFR § 300.306 (b)]. The State of Iowa has policies that, in interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must draw upon information from a variety of sources, and ensure that information from all these sources is documented and carefully considered [20 U. S. C. 1414 (c); 34 CFR § 300.306 (c)].

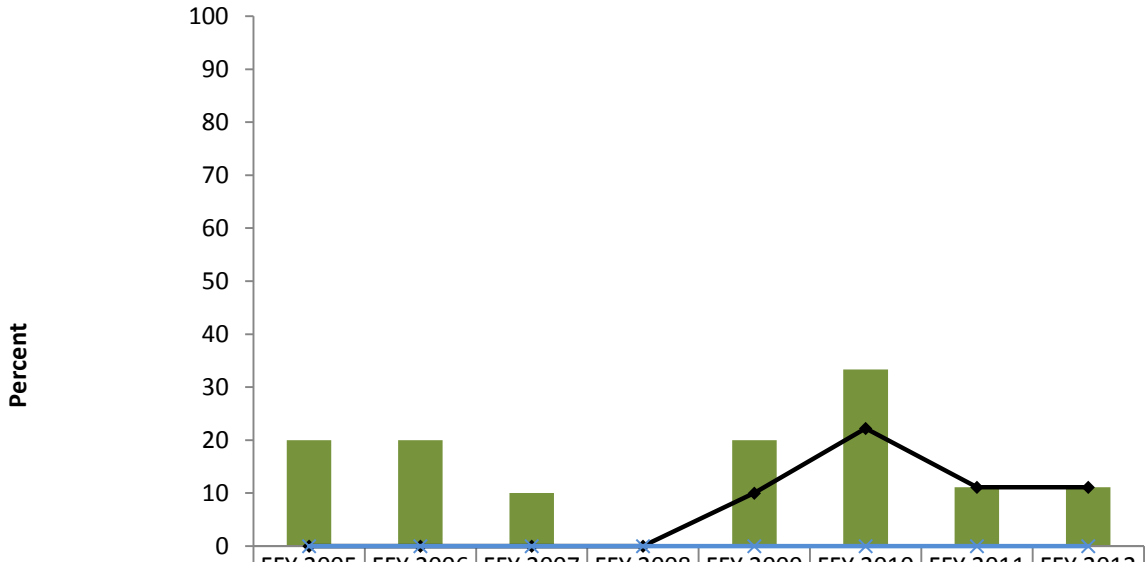
Result of Review of Policies, procedures, and Practices.

Findings of the FFY 2011 (2011-2012) disproportionality review resulted in one out of nine AEAs having disproportionate overrepresentation of a racial/ethnic subgroup in special education due to inappropriate identification. The AEA had 6 findings of noncompliance relating to 34 CFR 300.304 – 300.306 as described in the table below.

Code of Federal Regulations	Number of Findings	Area of noncompliance
34 CFR § 300.304 – 300.306	**1**	(1) General education activities are documented and include the following: i) Measureable and goal-directed attempts to resolve the presenting problem or behaviors of concern, ii) Communication with parents iii) Collection of data related to the presenting problem or behaviors of concern, iv) Intervention design and implementation, and systematic progress monitoring to measure effects of interventions
34 CFR § 3 00.304 – 300.306	**1**	(2) At a minimum, the systematic problem-solving process includes the following: a) Description of the problem b) Data collection and problem analysis c) Intervention design and implementation d) Progress monitoring e) Evaluation of intervention effects
34 CFR § 300.304 – 300.306	**1**	(3) The public agency has established standards by which the adequacy of general education instruction, including the quality and quantity of data gathered, is assessed, and whether such data are sufficient in quantity and quality to make decisions.
34 CFR § 300.306(b)	**1**	(4) A child must not be determined to be a child with a disability: a. If the determinate factor is: (1) Lack of appropriate instruction in reading, including the essential components of reading instruction; (2) Lack of appropriate instruction in math (3) Limited English Proficiency b. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, each public agency must: (c) All determinations of eligibility must be based on the individual's disability and need for special education.
34 CFR 300.304(b)	**1**	(5) Conduct of evaluation. In conducting the evaluation, the public agency must (1) Use a variety of assessment tools and strategies (2) Not use any single measure or assessment as the sole criterion (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors

A corrective action plan will be developed and areas of noncompliance will be corrected as soon as possible, but no later than one year from identification.

Figure B9.1 summarizes the percentage of AEAs with disproportionate overrepresentation, and the percentage of AEAs with disproportionate representation due to inappropriate practices for FFY 2005 (2005-2006) through FFY 2012 (2012-2013).



	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
Overrepresentation	20.00	20.00	10.00	0.00	20.00	33.33	11.11	11.11
Inappropriate Practices	0.00	0.00	0.00	0.00	10.00	22.22	11.11	11.11
Target	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices. *Source.* Iowa Information Management System and Iowa Project EASIER, FFY 2006 (2006-2007) through FFY 2012 (2012-2013).

For FFY 2012 (2012-2013), Iowa did not meet the measurable and rigorous target for Indicator 9. One AEA (11.11%) had disproportionate representation due to inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

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

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

Table B9.3
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Data Collection and Reporting. Data were verified within IMS system.	Continued accuracy of disproportionality data.
Provide Technical Assistance on (1) the revised Eligibility document; and (2) identifying disabilities and exclusionary factors to all nine AEAs.	Effect of exclusionary factors on performance is more fully described in Evaluation reports.
Improve Systems Administration and Monitoring. SEA developed and implemented a new review protocol for AEAs demonstrating disproportionate representation. Develop additional procedures for AEAs that continue to demonstrate disproportionality for multiple years.	AEAs have a process to guide/assist them in the review of policies, procedures and practices that will result in identifying potential root causes of disproportionality. Development of a tiered guide for providing technical assistance to AEAs depending on the number of years disproportionality is demonstrated.
Provide Technical Assistance. The SEA will consult individually with AEAs that have been identified as having disproportionate representation to review and provide technical assistance per the tiered guide.	Completed protocols per the tiered assistance guide..
Provide Technical Assistance. The SEA will contract with a national technical assistance center and/or consultant with knowledge in disproportionality to provide technical assistance to the SEA, AEAs and districts regarding disproportionality and "what works".	Increase AEAs and districts ability to analyze and identify root causes of disproportionality and develop continuous improvement activities to address identified areas of concern.
Provide Technical Assistance. The SEA will provide TA on the revised Eligibility document and identification practices to all AEAs.	Improved identification practices (e.g., less disproportionality).
Program Development. Develop additional procedures for AEAs that demonstrate significant disproportionality for multiple years.	Increase intensity of technical assistance according to need.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). Slippage did not occur for Indicator B9.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance

SEAs are required to report for Indicator B9 the following specifics around correction of noncompliance from the FFY 2011 (2011-2012) Annual Performance Report.

Table B9.4
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	6
Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	6
Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	0
Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	0

Actions Taken Regarding Noncompliance: Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA, including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the department of justice or state auditor. [IAC 281–41.604]

In FFY 2011 (2011-2012), an analysis of weighted risk-ratio, risk gap, and alternate risk-ratio, was conducted to determine where disproportionate representation occurred. One AEA's review determined that the disproportionate representation evident in the AEA was the result of inappropriate practices related to: general education intervention, the systematic problem-solving process, adequacy of general education instruction, and consideration of the lack of prior instruction prior to determination of eligibility (34 CFR §300.304-300.306).

The SEA required the AEA to develop and implement a corrective action plan. While there are no outstanding individual student items of noncompliance, the SEA is unable to state that the AEA is currently correctly implementing the regulatory requirements in 34 CFR §300.111, 300.201, and 300.301 through 300.311. The AEA's data continue to reflect disproportionate representation, and the current review of policies, procedures, and practices continues to suggest the use of inappropriate practices.

The AEA is now required to enter into a second year of corrective action in cooperation with the SEA. The corrective action plan includes: (a) provision of training to all staff and districts within the AEA on conducting appropriate general education interventions, (b) entry of student-level data on general education interventions into the state data system, (c) training for all staff on the use of exclusionary factors in entitlement decisions, (d) merging the AEA corrective actions with district-level CEIS plans.

The SEA has monitored the progress of the AEA closely, is satisfied with the current implementation of the corrective action plan, and expects to see results of these efforts in the AEA's FFY 2013 data.

References

Gamm, S. (2009). *Disproportionality in Special Education: Where and Why Overidentification of Minority Students Occurs*. LRP Publications.

Kozleski, E. B., & Zion, S. (2007). *Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process*. Downloaded August 1, 2009 from www.nccrest.org.

IOWA DEPARTMENT OF EDUCATION

Area Educational Agency

Disproportionality Review

Conducted in 2013 – 2014 School Year for AEAs with Disproportionality reported in FFY 2012 (2012-2013) Annual Performance Report

FFY 2011 (2011-2012) Data

Area Educational Agency

Disproportionality Review

The 2004 amendments to the Individuals with Disabilities Education Act (IDEA) and the IDEA's 2006 implementing regulations require the Iowa Department of Education to gather data to determine whether disproportionate representation of a race or ethnic group in special education and related services exists that is the result of inappropriate identification in Iowa's Local Education Agencies (LEAs) (Iowa Administrative Rules of Special Education, January 20, 2010).

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

"Disproportionality in special education is of particular concern because of the effects of labeling, restrictive learning environments, low exit rates, and the overall relative lack of positive educational outcomes for identified students from culturally and linguistically diverse backgrounds. The causes of disproportionality are complex, multi-faceted, and are rooted in a school's quality of instruction, available supports for students with learning or behavior challenges, and expectations for student performance. Consideration of how these factors relate to the process of screening, progress monitoring, special education referral, identification, and placement affords an opportunity to examine local policies and practices that may lead to specific interventions for reducing disproportionality." (RRCP, 2010).

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

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

INSTRUCTIONS

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

STEP 1:

Fill out the Reviewer Information Sheet and the following 5 sections:

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

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

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

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

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

Section 6: ***Corrective Action Plan*** (If applicable)
AEAs with Needs Assistance Year 1 must complete and submit mid-year reviews (Attachment 1 due January 15) documenting progress made on their Corrective Action Plans as well as a final report documenting whether or not the non-compliance was corrected within one year of the date of their notification (Attachment 2). AEAs with Needs Assistance Year 2 must submit quarterly reviews (due September 30, January 15, March 30) in addition to the final report.

STEP 4: Complete **Statement of Assurance**

STEP 5:

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

Ellen McGinnis-Smith, Consultant
Division of Learning and Results
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

CONTACT INFORMATION: If you have any questions please contact Ellen McGinnis-Smith at ellen.mcginnis-smith@iowa.gov or 515.725.2220.

REVIEWER INFORMATION SHEET

AEA_____

Contact/Lead Person_____**Position**_____

List all individuals involved in the completion of this review.

Name	Position	Sections Reviewed

SECTION 1

Data Review

Section 1A: Systems/Infrastructure:Review of Data Collection and Use Of Data
1. Describe how the AEA routinely collects and analyzes data on the following: (a) Students with disabilities (include both at the AEA level and at the district level). Who is responsible for the general supervision of this activity? (b) Student performance by race/ethnicity and the development of the Comprehensive School Improvement Plan (C-SIP) that includes supports and interventions tailored to the diversity of the student population where appropriate?
2. Describe how performance data disaggregated by race/ethnicity is routinely shared and analyzed among both AEA staff and district leadership teams.

Section 1B: Review of Data AEA/District Level Data	Yes or No
1. If the national identification rate average for students with disabilities is about 12% - 13% is your AEA's overall identification rate within this range?	**Yes No**
2. Are there certain districts that the overall identification rate of ALL students with an IEPs is of concern (e.g., too high or too low)?	**Yes No**

If yes, list those districts.	
3. Are there certain districts that the identification rate of students with an IEP of certain racial/ethnic group is of concern (e.g., too high or too low)? If so, please list those districts and racial/ethnic groups.	**Yes** **No**
4. Are there student enrollment trends or demographics that need to be further investigated by disaggregating data by race/ethnicity and for students with an IEP for the districts within your AEA with disproportionate identification (e.g., transfer students, drop-out rates, graduation rates, etc.? If yes, describe (include district names, groups, and trends).	

SECTION 2

Related Issues and Practice Review

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

Section 2: Related Issues and Practices
1. In the districts with disproportionate identification that are served by the AEA, describe what type of universal screening data is used at each school to identify students who may be academically or behaviorally at risk?
2. In these districts what data collection methods are used to monitor student progress?
3. How do school personnel analyze evidence of appropriate academic instruction in reading (fluency, comprehension, phonemic awareness, phonics and vocabulary development) and mathematics?
4. What tools (e.g., evidence-based interventions, supports) are used to address skill deficiencies in reading and other subjects/skills? How are these tools tailored to the diversity of the student population? How do we know the tools are evidence-based?
5. If a research-based intervention is implemented for students to address deficit areas, how is implementation with fidelity verified?
6. How are results of the interventions analyzed and evaluated for effectiveness or ineffectiveness before proceeding to an eligibility evaluation?
7. How does the AEA ensure that AEA staff and district administrators have the necessary knowledge, skills and resources to appropriately implement policies and procedures related to referring, evaluating, and identifying students for special education and related service?
8. Why does the AEA have disproportionate representation for the identification of students with disabilities? What solutions will address the issue?
9. Describe how the AEA ensures rigorous attempts to rule out the exclusionary factors listed below and instructional deficiencies as predominant factors before progressing with a determination of eligibility.

- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency
- Determination that appropriate instruction has been delivered by qualified personnel
- Determination that data-based assessments were conducted at reasonable intervals

10. What interview or review tools were used (e.g., NCCRESt Rubric) to complete an indepth analysis of districts with disproportionality in identification? Please list the district, number of years with disproportionality, and tool(s) used (copies of these completed reviews may be requested). Please also list the findings of these analyses related to disproportionality.

District:
Number of Years:
Examination Tool:
Statement of Findings:

SECTION 3

Policies, Procedures, and Practice Review

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? **Item**	**Policy**	**Procedure**	**Practice**
Focus Area – Child Find			
1) All children with disabilities who are in need of special education and related services are identified, located and evaluated (IAC 281-41.111).	**Yes No**	**Yes No**	**Yes No**
Focus Area - Parent Participation			
1) The identification process includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for or knowledge of the individual. AEA and district personnel shall seek active parent participation throughout the process, directly communicate with parents, and encourage parents to participate at all decision points [IAC 281-41.300(5)].	**Yes No**	**Yes No**	**Yes No**
2) Prior notice (written notice) is provided in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so [IAC 281-41.503(3)].	**Yes No**	**Yes No**	**Yes No**
3) The district takes whatever action is necessary to ensure that the parent understands the proceedings of the IEP	**Yes No**	**Yes No**	**Yes No**

team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English [IAC 281-41.322(5)].			
Focus Area - General Education Interventions			
NOTE: Screening for instructional purposes is not evaluation. *The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services [IAC 281-41.302].*			
1) The district, in conjunction with the AEA, attempts to resolve the presenting problem or behaviors of concern in the general education environment prior to conducting a full and individual evaluation [IAC 281-41.312].	**Yes No**	**Yes No**	**Yes No**
a) The district provides general notice to parents on an annual basis about the provision of general education interventions that occur as a part of the district's general program and that may occur at any time throughout the school year.	**Yes No**	**Yes No**	**Yes No**
b) General education interventions include consultation with special education support and instructional personnel.	**Yes No**	**Yes No**	**Yes No**
c) General education activities are documented and include the following:	**Yes No**	**Yes No**	**Yes No**
i) measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern,	**Yes No**	**Yes No**	**Yes No**
ii) communication with parents,	**Yes No**	**Yes No**	**Yes No**
iii) collection of data related to the presenting problem or behaviors of concern,	**Yes No**	**Yes No**	**Yes No**
iv) intervention design and implementation,	**Yes No**	**Yes No**	**Yes No**
v) and systematic progress monitoring to measure the effects of interventions.	**Yes No**	**Yes No**	**Yes No**
Focus Area - Systematic problem-solving process *When used by an AEA in its identification process, "systematic problem-solving" means a set of procedures that is used to examine the nature and severity of an educationally related problem. These procedures primarily focus on variables related to developing effective educationally related interventions.* (IAC 281-41.313).			
1) At a minimum, the systematic problem-solving process includes the following:	**Yes No**	**Yes No**	**Yes No**
a) *Description of the problem*. The presenting problem or behavior described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment is examined through systematic data collection. The presenting problem or behaviors of concern are defined in a problem statement that describes the degree of discrepancy between the demands of the educational setting and the individual's performance.	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**
b) *Data collection and problem analysis*. A systematic, data-basis process for examining all that is known about the presenting problem or behaviors of concern	**Yes No** **Yes No**	**Yes No** **Yes No**	**Yes No** **Yes No**

is used to plan and monitor interventions. i) Data is collected in multiple settings using multiple sources of information and multiple data collection methods; ii) Data collection procedures are individually tailored, valid and reliable; iii) Data collection procedures allow for frequent and repeated measurement of intervention effectiveness. c) *Intervention design and implementation*. Interventions are designed based on the preceding analysis: i) The defined problem; ii) Parent input; iv) Professional judgments about the potential effectiveness of interventions; v) Interventions are described in an intervention plan that include the following: (1) Goals and strategies; (2) A progress monitoring plan; (3) A decision-making plan for summarizing and analyzing progress monitoring data; (4) The responsible parties. d) *Progress monitoring*. Systematic progress monitoring is conducted which include the following: i) Regular and frequent data collection; ii) Analysis of individual performance across time; iii) Modification of interventions as frequently as necessary based on systematic progress monitoring data, e) *Evaluation of intervention effects*. The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the effectiveness of interventions focus on comparisons with initial levels of performance.	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**
Focus Area - Progress monitoring and data collection			
1) *Evidence of progress in general education instructions*. The district has established standards by which the adequacy of general education instruction, including the quality and quantity of data gathered is assessed, and whether such data are sufficient in quantity and quality to make decisions. (IAC 281-41.314).	**Yes No**	**Yes No**	**Yes No**
Focus Area – Determination of eligibility			
1) *Special rule for eligibility determination.* [281 IAC 41.306(2)]. A child must be determined to be a child with a disability: a. If the determinate factor for that determination is: (1) Lack of appropriate instruction in reading, including the essential components of reading	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**

instruction (2) Lack of appropriate instruction in math; or (3) Limited English proficiency			
2) Procedures for determining eligibility and educational need. [281 IAC 41.306(3)]. a. In interpreting evaluation data for the purpose of determining if a child is a child with a disability under this chapter, and the educational needs of the child, each public agency must: (1) Draw upon the information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and (2) Ensure that information obtained from all of these sources is documented and carefully considered. b. If a determination is made that the child has a disability and needs special education and related services an IEP must be developed c. All determinations of eligibility must be based on the individual's disability (progress and discrepancy) and need for special education.	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**
Focus Area – Evaluations and Reevaluations		**Yes No**	
1) In conducting an evaluation, the district, in accordance with IAC 281-41-304(2): a. Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information; b. Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the student; c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**
2) The AEA and district ensure that assessments and other evaluation materials are in accordance with IAC 281-41.304(3) as follows: a. Are selected and administered so as not to be discriminatory on a racially or culturally basis; b. Are provided and administered in the child's native language or other mode of communication most likely to yield accurate information on what the child knows and can do academically; developmentally, and functionally unless it is clearly not feasible to so provide or administer; c. Materials and procedures used to assess a student with limited English proficiency are	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**

selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the child's English language skills; d. Assessments and evaluations are used for the purposes for which they are valid and reliable; e. Assessments and evaluations are administered by trained and knowledgeable personnel; f. Assessments and evaluations are administered with any instructions by the producer of the assessments.			
3) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient [281 IAC 41.304(3)b].	**Yes No**	**Yes No**	**Yes No**
4) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure) [281 IAC 41.304(3)c].	**Yes No**	**Yes No**	**Yes No**
5) The child is assessed in all areas related to the suspected disability [281 IAC 41.304(3)d].	**Yes No**	**Yes No**	**Yes No**
6) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible to ensure completion of full evaluations [281 IAC 41.304(3)e].	**Yes No**	**Yes No**	**Yes No**
7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided [281 IAC 41.304(3)g].	**Yes No**	**Yes No**	**Yes No**
8) If a child with a disability who had an IEP that was in effect in a previous public agency in another state transfers to a public agency in this state and enrolls in a new school within the same school year, the receiving public agency, in consultation with the parents, must provide the child with FAPE, including services comparable to those described in the child's IEP from the previous public agency 281 IAC 41.323(6).	**Yes No**	**Yes No**	**Yes No**

SECTION 4

Technical Assistance/Professional Development

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

Professional Development Topic and Presenter or a Brief Description of the Technical Assistance	Audience (e.g., district general education teachers, AEA Regional Administrators, etc.)	Date of Training/Follow-up/Coaching Provided

SECTION 5

Results/Findings Form

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

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

Policy, Procedure and/or Practice	Describe how policy, procedure and/or practice contributes to inappropriate identification or disproportionate representation.

SECTION 6
Corrective Action Plan

AEA_____

Instructions: What are the next steps the agency will take to address disproportionality in the AEA's districts and schools, including any revisions to policies, procedures and practices that

may be necessary as a result of the Self-Assessment? For each action step, complete the table below. If changes are made in policies, procedures, or practices, **include how the public will be notified of these changes as an action step.** (Note: AEAs with non-compliance must complete mid-year updates on their Corrective Action Steps)

Corrective Action Steps (How will you ensure correction of non-compliance?)	Timeline for Completion (When will you complete these action steps?)	Evidence of Correction (What documentation will you submit to the State to verify completion and correction of noncompliance (e.g., policies, procedures, practices)?

Statement of Assurance

Disproportionality
2013-14 School Year
(FFY12 Data)

AEA:_____
_____**Date of Submission:**_____

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

AEA Director (Printed Name)_____
_____

AEA Director (Signature) _____
_____**Date** _____

CHECKLIST

- ☐ ***SECTION 1 – Data Review***
- ☐ ***SECTION 2 – Related Issues and Practices Review***
- ☐ ***SECTION 3 – Policies, Procedures and Practices Review***
- ☐ ***SECTION 4 - Results/Findings Form***
- ☐ ***SECTION 5 - Next Steps Planning Template***
- ☐ ***SECTION 6 - Corrective Action Plan (If Non-compliant)***

- ☐ ***Copies of Revised Policies or Procedures (If Applicable)***
- ☐ ***Statement of Assurance***

Mail a completed copy of the entire document (except for Attachments 1 and 2) to the Iowa Department of Education at the following address:

David Happe, Consultant
Division of Learning and Results
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

ATTACHMENT 1

Mid-Year/Quarterly Update on Corrective Action Plan

AEA_____

Corrective Action Steps	Progress Monitoring: What progress has been made on this action step?	Evidence of Correction: Please describe or attach the verification of progress

ATTACHMENT 2: CORRECTION OF NON-COMPLIANCE

Non-compliance must be corrected within *one year* from the date of the notification letter. This completed form must be submitted to the Iowa Department of Education when the non-compliance has been corrected, within one year of the date of notification, along with any relevant attachments.

Final Report

AEA: _____**Date of Correction of Non-Compliance:** _____

Contact Person: _____**E-Mail and Phone:** _____

Area of Non-Compliance from the CAP	Description of Corrective Actions Taken	Was Non-Compliance Corrected? When (date)?

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

In the OSEP Response Table to Iowa for FFY 2009 (2009-2010) OSEP states that:

> *The State is not required to report on this indicator.*

Therefore, consistent with OSEP's directions, Iowa is not reporting on Indicator B10 for FFY 2012 (2012-2013).

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

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

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

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

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

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

Data Source: Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurable and Rigorous Target:

The conduct of an evaluation within 60 days of receipt of parent consent is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

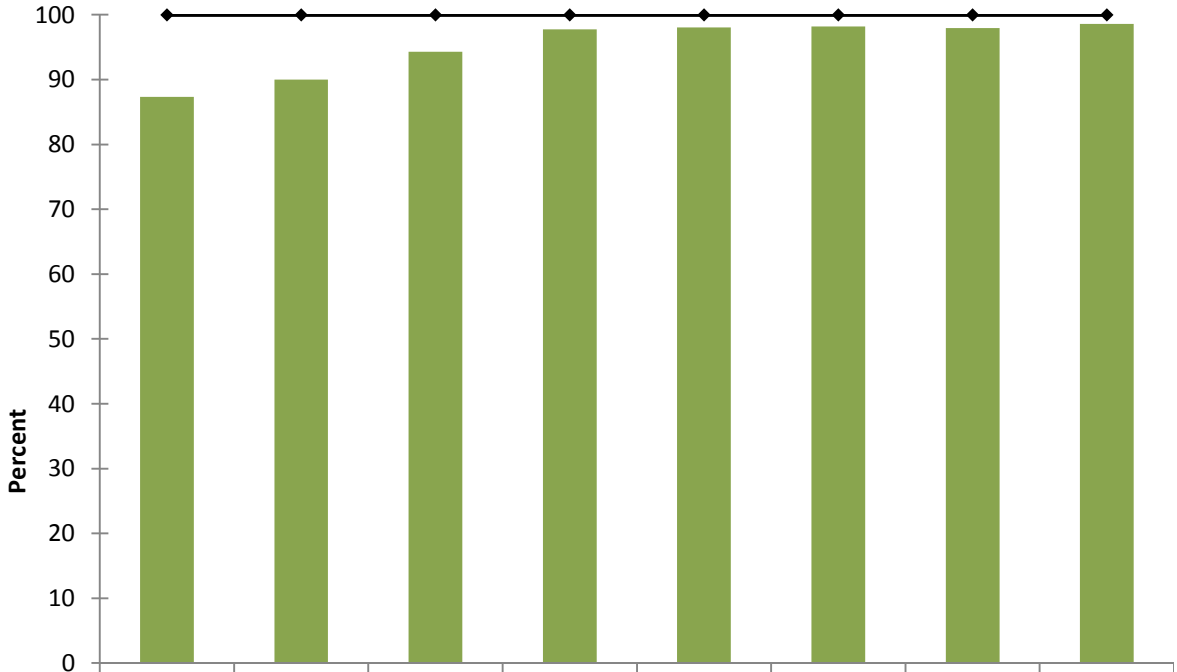
FFY	Measurable and Rigorous Target
2012 (2012-2013)	100% of children with parental consent to evaluate will be evaluated within 60 days (or State established timeline).

Actual Target Data for FFY 2012 (2012-2013):

The State of Iowa uses the date of receipt of consent by the public agency, as the date for starting the 60-day calendar for completion of the evaluation. The State uses date of evaluation as the date for stopping the calendar for calculating the timeline. At all pertinent times, Iowa's definition of 60-day timeline is identical to the federal definition contained in the 2005 IDEA amendments and the 2007 IDEA regulations.

Data reported below were generated from Iowa's Information Management System. The data reflect all children and youth in Iowa who were evaluated for determination of eligibility for an IEP, during FFY 2012 (2012-2013). The data were entered into the database by trained personnel, using the federal definition for 60-day timeline for evaluation (initial evaluations). The data taken from the monitoring system are based on actual (not an average) number of days. The number of children with parental consent to evaluate, the 60-day timeline calculation, range of days beyond the timeline when evaluations were completed, and reasons for delay, are reported for FFY 2012 (2012-2013).

Figure B11.1 depicts the SEA baseline data from FFY 2005 (2005-2006) through actual target data for FFY 2012 (2012-2013).



	FFY 2005 (2005-06) (Baseline)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	87.31	90.01	94.28	97.74	98.04	98.21	97.97	98.59
Target	100	100	100	100	100	100	100	100

Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2012 (2012-2013).*

Iowa did not meet the measureable and rigorous target for FFY 2012 (2012-2013) for Indicator B11, but did show substantial compliance with 98.59% of SEA evaluations meeting the 60-day evaluation timeline. Performance for FFY 2012 (2012-2013) is below the OSEP target of 100%, and shows slight increase from the actual target data of 98.59% obtained during FFY 2011 (2011-2012).

Table B11.1 contains the actual numbers for both of the OSEP measures (a, b) in addition to those included in (a) but not in (b). Specifically, data are reported for (a) the number of children with parental consent to evaluate, (b) the number of evaluations completed within the 60-day timeline, and (c) the number of evaluations not completed within the 60-day timeline.

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

60-Day Timeline Measure	Number
a. # of children for whom parental consent to evaluate was received.	10250
b. # of evaluations completed within the 60-day timeline	10105
c. # not completed within the 60-day timeline (included in a, but not b)	145
d. Percent = b/a times 100. 10105 divided by 10250 =.9859 .9859 times 100 = 98.59	98.59%

Source. Iowa Information Management System, FFY 2012 (2012-2013).

Table B11.1 summarizes data depicted in Figure B11.1, showing that Iowa did not meet the measureable and rigorous target for FFY 2012 (2012-2013) for Indicator B11. The number of children and youth in FFY 2012 (2012-2013) who were evaluated within the 60-day timeline was 10105 of 10250 (98.59%). One-hundred-fourty-five children received parental consent to evaluate, but the evaluation was not completed within 60 days of receipt by the public agency. The data reported are consistent with the measurement, and no explanation of variance is required.

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

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

Reason	Number of cases
Family reason	74
Child's hospitalization/long-term illness	3
Mutual agreement	4
Natural disaster	17
Student transferred	1
No valid reason	46
Total	145
Range of days beyond 60-day timeline when meeting was held	
61 - 120	

Source. Iowa Information Management System, FFY 2012 (2012-2013).

Results of FFY 2012 (2012-2013) percent of evaluations completed within 60 days are further analyzed at the Area Education Agency (AEA) level. These results are depicted in Figure B11.2.

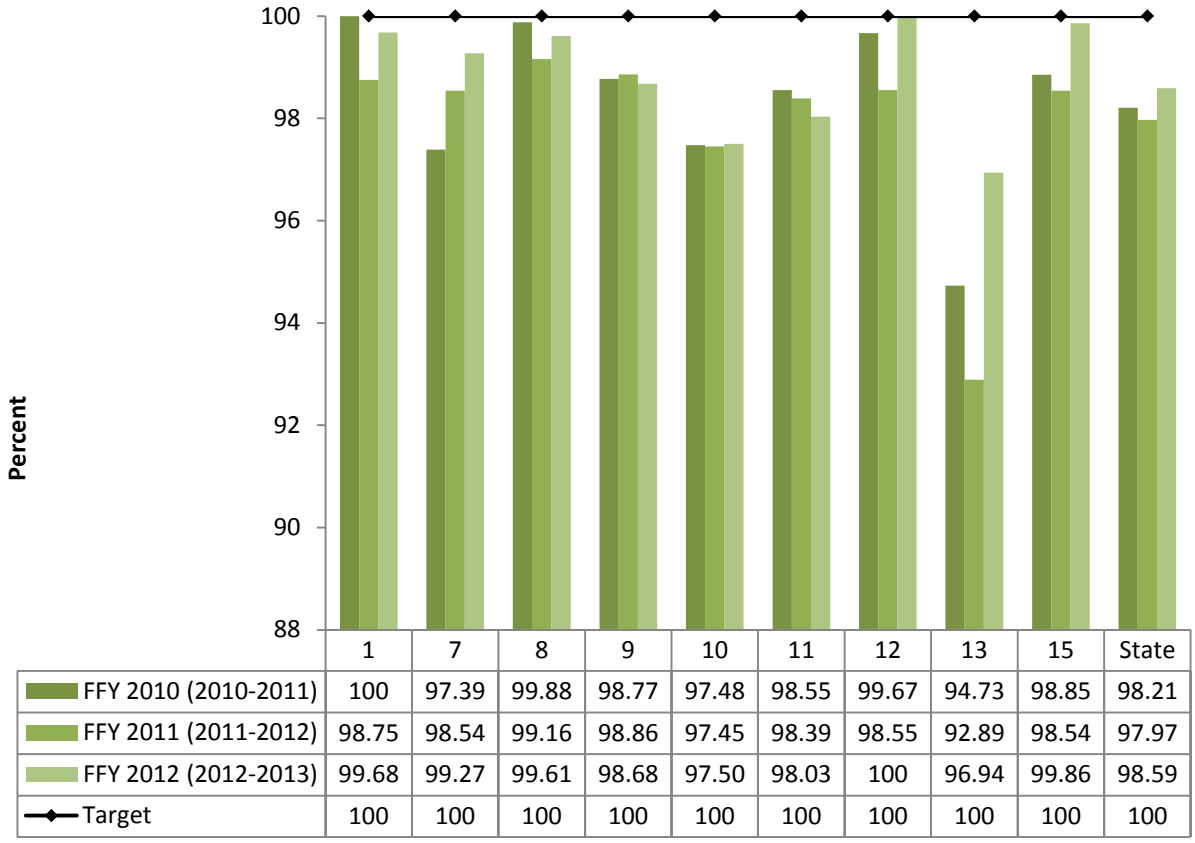


Figure B11.2. Evaluation Timelines met, by AEA and State, Compared to Target (FFY 2012 [2012-2013]). *Source.* Iowa Information Management System, FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

The data depicted in Figure B11.2 show that one of the nine AEAs met the measureable and rigorous target of 100% of evaluations completed within 60 days for FFY 2012 (2012-2013). Table B11.3 provides raw numbers used in the calculations for Figure B11.2.

Table B11.3
Actual Numbers Used by AEA and State

AEA									
1	7	8	9	10	11	12	13	15	State
(A) Number of children for whom parental consent to evaluate was received									
626	1235	765	908	1639	2691	884	784	718	10250
(B) Number whose evaluations were completed within 60 days									
624	1226	762	896	1598	2638	884	760	717	10105
(C) Number included in A but not in B or C									
2	9	3	12	41	53	0	24	1	145
(D) Percent = (B/ A) * 100									
99.68	99.27	99.61	98.68	97.50	98.03	100	96.94	99.86	98.59

Source. Iowa Information Management System FFY 2012 (2012-2013).

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B11.4.

Table B11.4
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Provide Technical Assistance. Ongoing clarification and assistance was provided to all AEAs to ensure uniformity in understanding data requirements and exclusionary issues.	Improved accuracy of start, stop dates as well as accurate reasons for delay were entered in 60-day timeline and data fields.
Improve Systems Administration and Monitoring. Review AEA corrective action plans and work with Iowa IDEA regarding data draws that would assist AEAs in monitoring B11 status throughout the academic year.	Eight of nine AEAs have corrective action plans for B11. Anticipated outcome is zero.
Improve Systems Administration and Monitoring. Coordinate AEA follow-up activities with other SEA staff.	Eight of nine AEAs have corrective action plans for B11. Anticipated outcome is zero.

Discussion of Slippage That Occurred for FFY 2012 (2012-2013): Slippage did not occur for Indicator B11.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance

SEAs are required to report for Indicator B11 the following specifics around correction of noncompliance from the FFY 2011 (2011-2012) Annual Performance Report.

Table B11.5
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	136
Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	136
Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	0
Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	0

Actions Taken Regarding Noncompliance: The SEA uses data from the state database designed to track special education evaluation and placement data. These data are used to determine the extent to which 60-day timelines are being met statewide, and which AEAs are or are not meeting the 60-day timeline. In FFY 2012 (2012-2013), the SEA determined that noncompliance was occurring primarily because AEAs were not regularly checking if evaluations were being completed within the 60-day timeline. As a result, the SEA increased its emphasis on the use of verification reports to help meet the timelines.

AEAs below 95% compliance are required to write a corrective action plan (CAP) to correct systemic compliance issues. Iowa would like to clarify that the threshold of 95% is used only to determine which AEAs are required to write corrective action plans, not to determine noncompliance. Any noncompliance issue falling below 100% is cited, corrected, and verified.

Based on FFY 2012 (2012-2013) data, one AEA (AEA 13) will be required to write a corrective action plan. The same AEA was required to submit a corrective action plan based on FFY 2011 (2011-2012) data and did so in a timely manner. The SEA ensures that steps in the corrective action plan are completed by monitoring implementation of the CAP through Iowa's ISTAR system, assigning SEA personnel to monitor implementation of the CAP, and by verifying implementation through data.

While Iowa was able to verify correction of all noncompliance for FFY 2011 (2011-2012), the state has procedures in place should timely correction not take place in the future. Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the Department of Justice or state auditor. [IAC 281–41.604]

Verification of Correction (either timely or subsequent): Iowa verified the correction of noncompliance identified in the FFY 2011 (2011-2012) APR by (a) verifying that every child for whom consent to evaluate was received subsequently received an evaluation, even if late, unless the child was no longer in the jurisdiction of the LEA, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2011 (2011-2012) is correctly implementing 34 CFR §300.301(c)(1). Verification of correction of individual noncompliance (Prong 1) occurs in the ISTAR system and state data system in two ways. First, the AEA verifies that for each child for whom the timeline was exceeded, an evaluation was conducted and an IEP was developed with appropriate services, if eligible. Then the SEA verifies the same information on the IEP and in the statewide data system. Child-specific noncompliance is considered "verified" when both steps have been completed. Verification of correct implementation of the regulatory requirement (Prong 2) is done by analyzing updated data in a sample from the state's data system subsequent to the period during which the noncompliance was found, but within the one-year correction period. To be determined to be correctly implementing the regulatory requirement, an LEA is required to meet 100% compliance in a sample of three new evaluations. The time period examined begins six months from notification of findings of noncompliance and ends three months later.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

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

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

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

Data Source: Data to be taken from State monitoring or State data system.

Measurable and Rigorous Target:

Indicator 12 (percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

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

Actual Target Data for FFY 2012 (2012-2013):

Table B12.1 summarizes actual target data for FFY 2012 (2012-2013).

Table B12.1
State Totals for Number and Percent of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

Effective Transition Measure	Number
a. Number of children who have been served in Part C and referred to Part B for eligibility determination.	1139
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	33
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1085
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0
e. Number of children referred to Part C less than 90 days before their third birthdays	17
Percent = c divided by (a – b – d – e) times 100.	99.63%

Source. Iowa Information Management System, FFY 2012 (2012-2013).

Results of data in Table B12.1 indicate the measurable and rigorous target of 100% was not met for FFY 2012 (2012-2013), but that Iowa did meet substantial compliance of 95% or more, with actual target data showing that 99.63% of children referred to Part B and determined eligible had an IEP developed and implemented by their third birthday. Actual target data for FFY 2012 (2012-2013) increased slightly from the FFY 2011 (2011-2012) actual target data of 98.88%.

Figure B12.1 summarizes the state of Iowa trend from FFY 2004 (2004-2005) to FFY 2012 (2012-2013), for percent of children who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

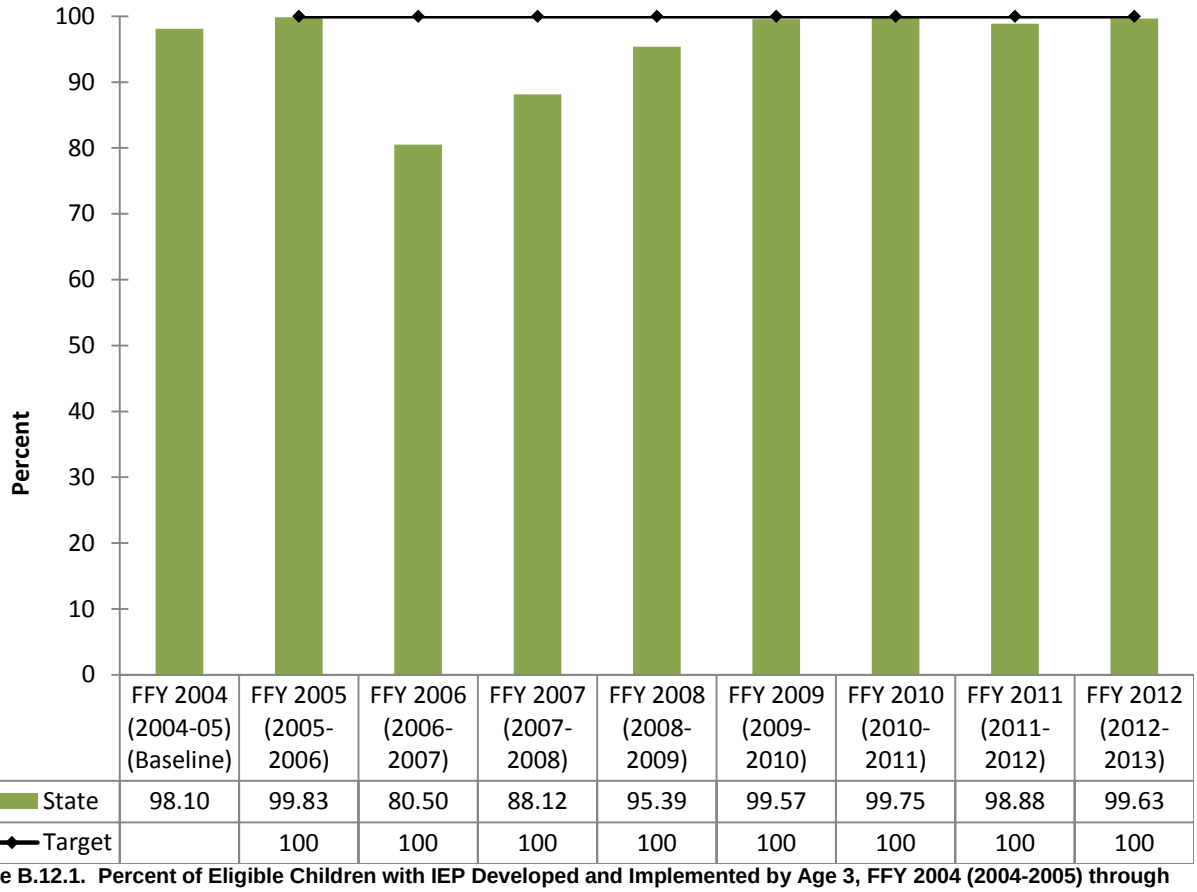


Figure B.12.1. Percent of Eligible Children with IEP Developed and Implemented by Age 3, FFY 2004 (2004-2005) through FFY 2012 (2012-2013). Source: Iowa's Information Management System, FFY 2005 (2005-2006) - FFY 2012 (2012-2013).

Iowa did not meet the target for Indicator 12 for FFY 2012 (2012-2013) but did meet substantial compliance of greater than 95% with 99.63% of eligible children having an IEP developed and implemented by age three.

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

Table B12.2 summarizes information on number of children included in measure "A" of effective transition, but not in measure "B", "C", "D" or "E", and the range of delays beyond the third birthday.

Table B12.2
Children Included in "A" but not in "B","C", "D" or "E" and Range of Delays Beyond Third Birthday

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

Source. Iowa Information Management System, FFY 2012 (2012-2013).

Table B12.3 provides information for all measures of effective transition for the State and for each Area Education Agency (AEA) in Iowa for FFY 2012 (2012-2013), while figure B12.2 illustrates trend information by AEA for FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

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

AEA									
1	7	8	9	10	11	12	13	15	State
(A) Number of children served in Part C and referred to Part B									
63	152	117	93	176	276	84	93	85	1139
(B) Number referred determined not eligible whose eligibility was determined prior to their third birthday									
0	6	2	7	6	5	6	1	0	33
(C) Number found eligible who had an IEP developed/implemented by their third birthday									
62	146	113	83	167	268	74	89	83	1085
(D) Number for whom parental refusal to provide consent caused delay									
0	0	0	0	0	0	0	0	0	0
(E) Number referred to Part C less than 90 days prior to their third birthday									
1	0	2	2	2	1	4	3	2	17
Number included in A but not B, C, D or E									
0	0	0	1	1	2	0	0	0	4
Percent = ((C) /(A-B-D-E))*100									
100	100	100	98.81	99.40	99.26	100	100	100	99.63

Source: Iowa's Information Management System, FFY 2012 (2012-2013).

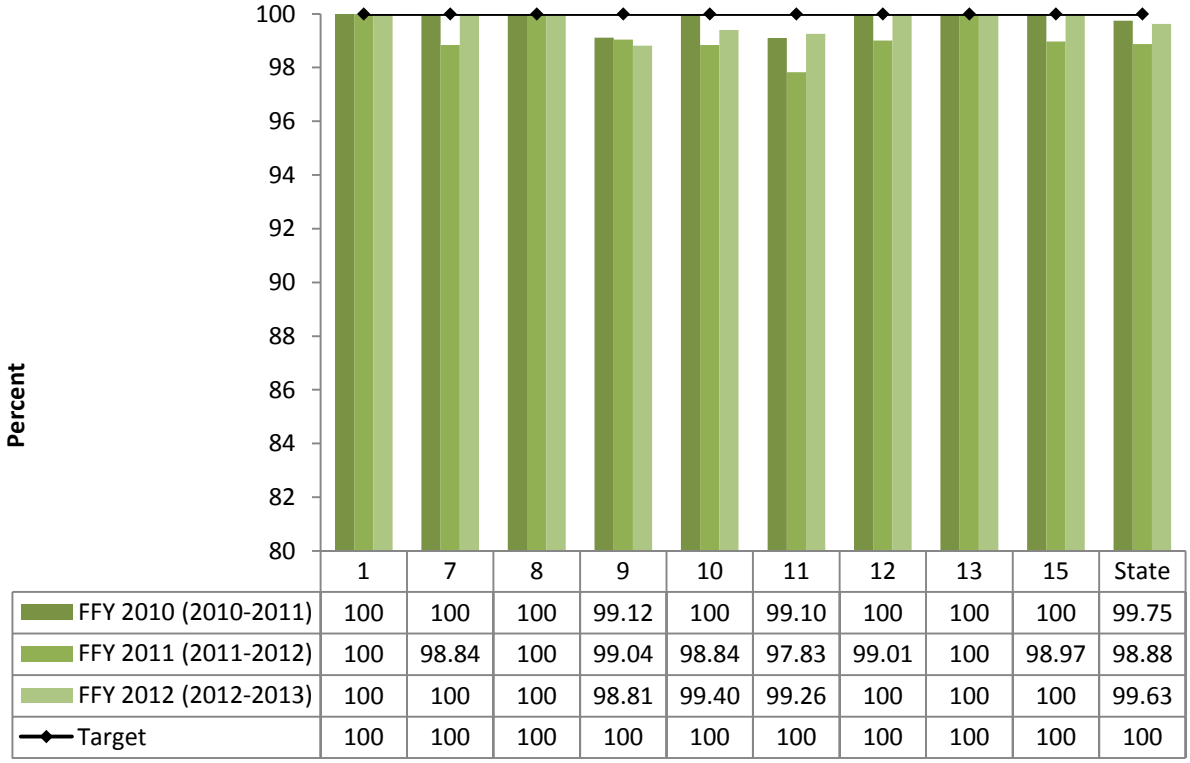


Figure B.12.2. Trend of Percent of Eligible Children with IEP Developed and Implemented by Age 3, by AEA and for the State of Iowa. Source: Iowa's Information Management System, FFY 2010 (2010-2011) - FFY 2012 (2012-2013).

In FFY 2012 (2012-2013), six of nine AEAs met the measurable and rigorous target for Indicator 12.

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B12.5.

Table B12.5
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Systems Administration and Monitoring. SEA will facilitate the development and implementation of the statewide procedures manuals for Parts B and C.	All AEAs will have uniform procedures around transition.
Improve Data Collection and Reporting. Primary progress for improving data collection and accuracy are attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA requests additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay.	Data for analysis and reporting are reliable and valid.
Improve Data Collection and Reporting. Data are analyzed by AEA leaders to identify systemic issues regarding meeting transition timelines for evaluation and implementation of an IEP and program implications.	Data analysis is used to inform AEA improvement plans.
Provide Technical Assistance. The SEA provides training to data personnel regarding appropriate use of Part C exit codes.	More student records (approximately 99%) are correctly coded with an appropriate Part C exit code prior to data verification.
Provide Technical Assistance. The SEA provides thorough implementation guidance and training materials on the statewide transition policy and procedures that are adopted by all AEAs.	AEA adoption of unified policies and procedures and subsequent TA provided by the SEA led to greater statewide alignment with IDEA 2004 requirements and more accurate transition data.
Provide Technical Assistance. SEA implements statewide training for approved AEA trainers addressing service coordinator roles and responsibilities in the transition process.	Statewide training was implemented for service coordinators.
Improve Data Collection and Reporting. SEA data team distributed transition data to AEAs for validation and verification.	Exit codes and delay reasons for children leaving Part C were verified.
Provide Technical Assistance. SEA facilitates development and implementation of parent information and training materials in partnership with the AEA Parent Educator Connection and Early Access regional leadership.	AEAs have materials with which to provide parents to inform them of their rights and of the transition process.
Provide Technical Assistance. SEA implements training to analyze and effectively address reasons for delay in evaluation and the development of an IEP by the third birthday.	Technical assistance was provided to Early ACCESS and EC Leadership Network and an action plan for further analysis and training was developed.
Improve Systems Administration and Monitoring. SEA monitors related requirements through Iowa's system of general supervision.	SEA identified and corrected noncompliance associated with transition requirements.
Improve Systems Administration and Monitoring. SEA monitors alignment of AEA improvement plans and transition data.	SEA identified necessary TA and targeted TA to specific AEAs. All AEAs reviewed Indicator 12 data. AEAs not meeting the target developed and implemented action plans related to transition.
Improve Systems Administration and Monitoring. SEA reviewed OSEP Early Childhood Transition FAQ and aligned requirements with SEA policies, statewide procedures and IMS data system.	Implementation of any new processes and/or technical assistance with ongoing refinements/improvements made annually.

Discussion of Slippage That Occurred for FFY 2012 (2012-2013): Slippage did not occur for Indicator B12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance

Table B12.6
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	**13**
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**13**
3. Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	**0**
4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2011 findings not verified as corrected [(4) minus (5)]	**0**

Actions Taken Regarding Noncompliance: The SEA uses data from the state database tracking special education evaluation and placement data to determine the extent to which early childhood transition requirements are being met in the state, and to determine which AEAs are and are not meeting those requirements. In FFY 2012 (2012-2013), the SEA determined that noncompliance was occurring rarely and in isolated cases without any trend. As a result of the root cause analyses, the SEA continued to promote the use of verification reports in the state's database that alert AEAs to transition requirements.

AEAs below 95% compliance are required to write a corrective action plan (CAP) to correct systemic compliance issues. Iowa would like to clarify that the threshold of 95% is used only to determine which AEAs are required to write corrective action plans and not to determine noncompliance. Any noncompliance falling below 100% is cited, corrected, and verified. Based on FFY 2012 (2012-2013) data, no AEAs will be required to write a corrective action plan.

While Iowa was able to verify correction of all noncompliance for FFY 2011 (2011-2012), the state has procedures in place should timely correction not take place in the future. Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the department of justice or state auditor. [IAC 281–41.604]
Verification of Correction (either timely or subsequent): Iowa verified the correction of noncompliance identified in the FFY 2011 (2011-2012) APR by (a) verifying that every child served in Part C and referred to Part B subsequently received an evaluation and – if eligible – a fully developed IEP, even if late, unless the child was no longer in the jurisdiction of the LEA, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2010 (2010-2011) is correctly implementing 34 CFR §300.124(b). Verification of correction of individual noncompliance (Prong 1) occurs in the ISTAR system and state data system in two ways. First, the AEA verifies that for each child for whom the timeline was exceeded, an evaluation was conducted and an IEP was developed with appropriate services, if eligible. Then the SEA verifies the same information on the IEP and in the statewide data system. Child-specific noncompliance is considered "verified" when both steps have been completed. Verification of correct implementation of the regulatory requirement (Prong 2) is done by analyzing updated data in a sample from the state's data system subsequent to the period during which the noncompliance was found but within the one year correction period. To be determined to be correctly implementing the regulatory requirement, an LEA is required to meet 100% compliance in a sample of three new evaluations. The time period examined begins six months from notification of findings of noncompliance and ends three months later.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Plan Development:

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

Data Source: Data to be taken from State Monitoring or State data system.

States are allowed to select a sample of IEPs to be reviewed in order to obtain data for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa's SPP for Indicator 13, updated for FFY 2007, and outlined here.

In order to obtain the sample for FFY 2012 (2012-2013), IEPs were randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa's school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample was drawn to ensure representativeness. Responses were later assessed to validate the sample on representativeness by age, race and gender (see tables B13.1 – B13.3). (Please note that Iowa does not collect information on disability category).

The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2012 (2012-2013). These schools are scheduled for a future site visit during FFY 2014 (2014-2015).
The sample was drawn from districts according to the self-assessment year within Iowa's school improvement cycle. The improvement cycle ensures that every district is reviewed once every five years.

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

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

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

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

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

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

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

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

Sample data for FFY 2012 (2012-2013) were assessed for similarity or difference of the sample to the population of students with disabilities ages 14-21. Tables B13.1, B13.2 and B13.3 present the representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively. Taken as a whole, Tables B13.1, B13.2, and B13.3 suggest that the sample resulted in representative data from which general inferences can be drawn.

Table B13.1
Representativeness of IEPs Sampled by Age

Age							
Population Percent							
14	15	16	17	18	19	20	21
23.02	22.02	21.11	19.18	9.79	3.23	1.49	0.16
Response Percent							
14	15	16	17	18	19	20	21
21.81	23.27	22.31	20.72	9.79	1.46	0.51	0.13
Percent Difference							
14	15	16	17	18	19	20	21
-1.21	1.25	1.20	1.54	0.00	-1.76	-0.98	-0.04

Source. Iowa Information Management System and ISTAR System.

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

Race/Ethnicity						
Population Percent						
Asian	Amer. Ind. or Alaska Nat.	Hispanic/Latino	African American	Nat. Hawaiian or Other Pac. Isl.	White	Multiple
0.87	0.78	9.06	9.82	0.09	76.43	2.94
Response Percent						
Asian	Amer. Ind. or Alaska Nat.	Hispanic/Latino	African American	Nat. Hawaiian or Other Pac. Isl.	White	Multiple
0.89	0.57	8.58	4.51	0.13	83.60	1.72
Percent Difference						
Asian	Amer. Ind. or Alaska Nat.	Hispanic/Latino	African American	Nat. Hawaiian or Other Pac. Isl.	White	Multiple
0.02	-0.21	-0.48	-5.31	0.03	7.17	-1.23

Source. Iowa Information Management System and ISTAR System.

Table B13.3
Representativeness of IEPs Sampled by Gender

Gender	
Population Percent	
Female	Male
35.94	64.06
Response Percent	
Female	Male
36.55	63.45
Percent Difference	
Female	Male
0.61	-0.61

Source. Iowa Information Management System and ISTAR System.

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	100% of youth with IEPS aged 16 and above will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services need. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Actual Target Data for FFY 2012 (2012-2013):

Actual data for Indicator B13 for FFY 2012 (2012-2013) are summarized in Figure B13.1.

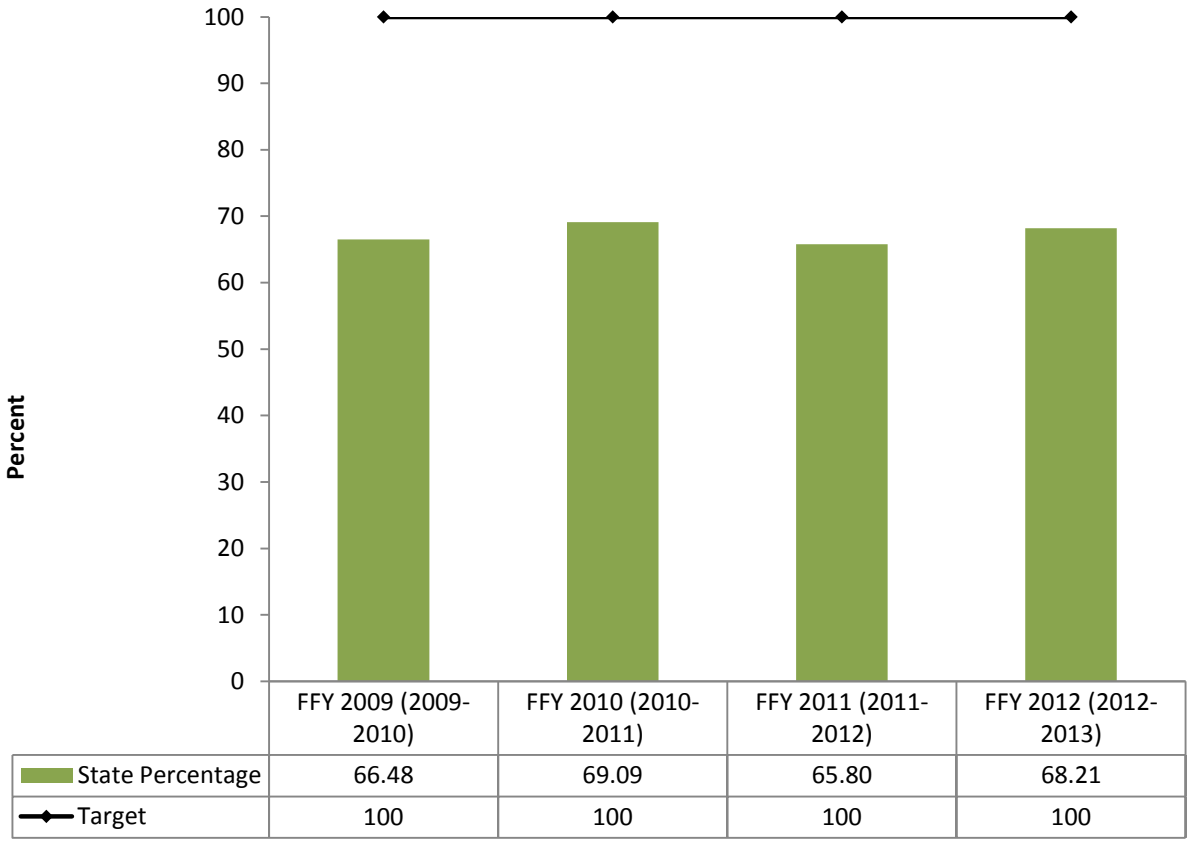


Figure B13.1. Percent of IEPs Meeting Indicator B13 Requirements. *Source. Iowa's ISTAR System.*

Iowa did not meet the measurable and rigorous target for Indicator 13 for FFY 2012 (2012-2013), with 68.21 percent of IEPs including coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet post-secondary goals.

Figure B13.2 shows percentages of IEP meeting B13 criteria by AEA.

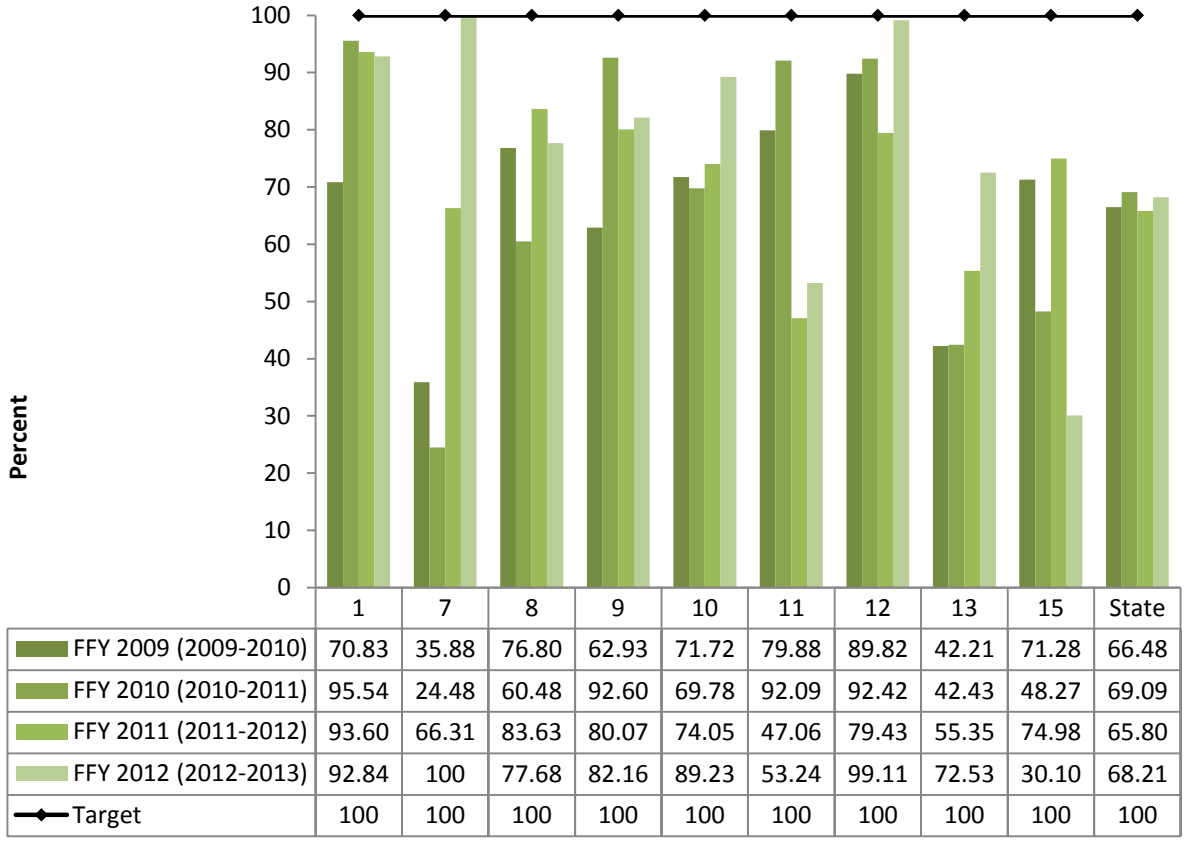


Figure B13.2. Percent of IEPs Meeting Indicator B13 Requirements by AEA. *Source. Iowa's ISTAR System.*

AEA 7 met the target of 100%; five AEAs were over 75%. Three AEAs were below 70%.

Actual numbers and weighted numbers used in the calculations are provided in Table B13.4.

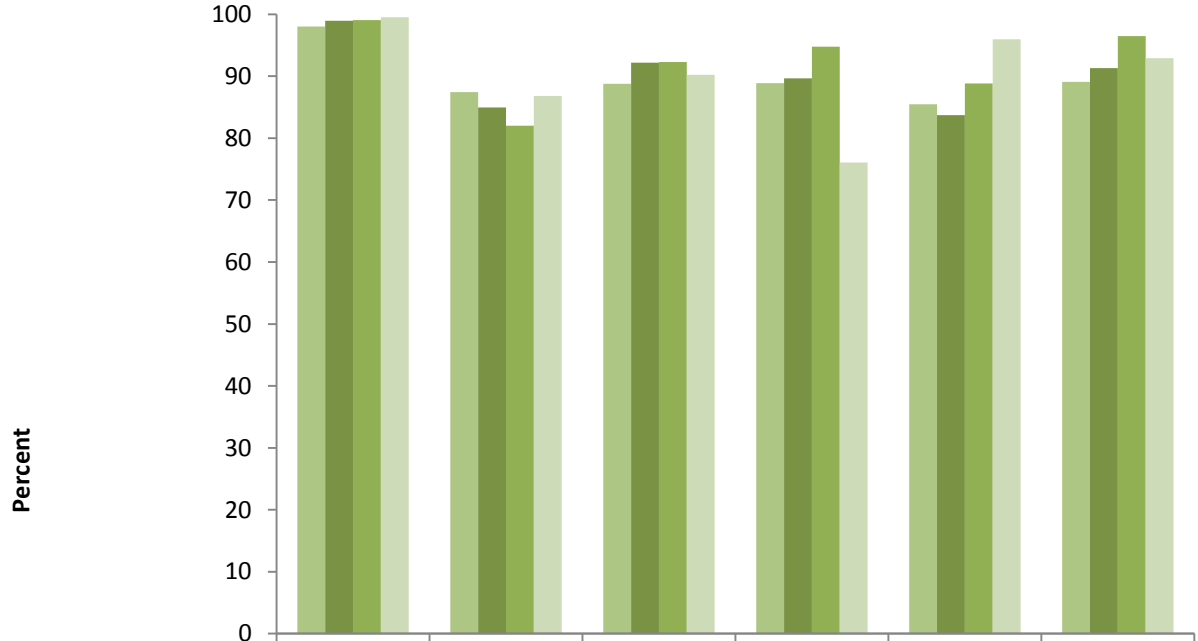
Table B13.4
Number of IEPs Meeting Indicator B13 Requirements, Weighted and Unweighted

AEA	1	7	8	9	10	11	12	13	15	State
Number of IEPS with Coordinated, Measurable Goals, Unweighted	88	90	152	176	34	269	140	119	67	1135
Number of IEPs Reviewed, Unweighted	95	90	205	217	38	396	146	181	205	1573
Percent, Unweighted	92.63	100	74.15	81.11	89.47	67.93	95.89	65.75	32.68	72.16
Number of IEPS with Coordinated, Measurable Goals, Weighted	197.97	189.89	350.19	405.50	41.03	1345.85	787.21	657.05	110.78	4085.47
Number of IEPs Reviewed, Weighted	213.24	189.89	450.82	493.52	45.98	2527.93	794.25	905.9	368.05	5989.58
Percent, Weighted	92.84	100	77.68	82.16	89.23	53.24	99.11	72.53	30.10	68.21

Source. Iowa's ISTAR System.

Iowa's standard for Indicator 13 requires that an IEP meet all six critical elements. (See survey instrumentation at the conclusion of this section.) If one or more of the critical elements are missing, the IEP is scored as not meeting the Indicator 13 criteria. Figure B13.3 depicts data on the critical elements of: (a) Preferences and Interests, (b) Transition Assessments, (c) Post-secondary Expectations, (d) Course of Study, (e) Goals that Support Post-Secondary Education, and (f) Services and Supports.

Figure B13.3 reflects the quality of IEPs for all six critical elements in FFY 2012 (2012-2013).



	Preferences and Interests	Transition Assessments	PSE	Course of Study	Goals that Support PSE	Services and Supports
FFY 2009 (2009-2010)	98.03	87.45	88.78	88.89	85.48	89.11
FFY 2010 (2010-2011)	98.94	84.95	92.18	89.68	83.71	91.30
FFY 2011 (2011-2012)	99.05	82.02	92.29	94.78	88.85	96.48
FFY 2012 (2012-2013)	99.53	86.81	90.24	76.09	95.98	92.91

Figure B13.3. Ratings of Six Critical Elements. *Source. Iowa ISTAR System.*

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

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

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B13.6.

Table B13.6
Improvement Activities Completed for FFY 2012 (2012-2013)

Proposed Activity	Anticipated Outcomes
Improve data collection and Reporting. Train and recertify data collectors using tightened scoring criteria and updated materials.	Increased statewide reliability, increased validity of alignment of IEP, decrease in B13
Program Development. Host stakeholder meeting to review needs assessment data on teacher preparation for secondary special education. Continue study of secondary special education levels of instruction.	Determine needs for further program development, improvement and professional development.
Provide Technical Assistance. Develop materials and train teachers to use state student curriculum data (IHAPI) for development of IEP.	Incorporation of I Have a Plan information in transition assessment, postsecondary expectations and course of study information in the IEP.
Provide Technical Assistance. Provide technical assistance to AEA to provide professional development on the integration of the transition components	Increased unity within the IEP. Increased relevance of services, supports and activities provided.
Program Development. Develop materials and demonstration sites to increase career and college readiness – see B14 for details.	Specific strategies to help IEP teams identify appropriate services, supports and activities for career and college preparation.
Program Development. Work with the PTI and PEC to develop statewide system of support for parents with youth in transition from high school to living, learning and working.	Increased training supports for parents with youth transitioning to living, learning and working, Increased consistency and accuracy of information shared with parents.
Improve Data Collection and Reporting. Incorporate updated materials in online course. Implement state reliability procedures for high and low performing districts and AEAs.	Increased consistency of B13 scoring. Credibility of data for improvement planning.
Program Development. Gather needs assessment data on teacher preparation for secondary special education. Develop study of secondary special education levels of instruction.	Actual data collected to determine needs for further program development, improvement and professional development.
Provide Technical Assistance. Expand online course to include examples of students with significant intellectual disabilities. Develop tool box for trainers.	Increased application of materials to all teachers. Increased flexibility of format for presenting. Increased consistency of material shared statewide.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013): Slippage did not occur for Indicator B13.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Correction of Previous Noncompliance:
SEAs are required to report for Indicator B13 the following specifics around correction of noncompliance from the FFY 2012 (2012-2013) Annual Performance Report.

Table B13.7
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

Number of findings of noncompliance the State made during FFY 2011 (7/1/2011 through 6/30/2012)	1393
Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1393
Number of FFY 2011 findings not verified as corrected within one year [(1) minus (2)]	0
Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	0

Actions Taken Regarding Noncompliance: The SEA uses data from the states monitoring database to track information on compliance with secondary transition requirements. These data are used to determine the extent to which transition requirements are being met statewide, and which AEAs are or are not correctly implementing the requirements. In FFY 2012 (2012-2013), the SEA determined that previous noncompliance was occurring primarily because of practices across one of the largest AEAs As a result, the SEA worked directly with that AEA to review its data, increase administrative proficiency in determining B13, AEA administrative communication with district administrators regarding B13, and to provide training to district special educators. In addition, the SEA contacted two other AEAs with reduced B13 percentages to discuss possible reasons for those changes and potential activities,

AEAs below 95% compliance are required to write a corrective action plan (CAP) to correct systemic compliance issues. Iowa would like to clarify that the threshold of 95% is used only to determine which AEAs are required to write corrective action plans, not to determine noncompliance. Any noncompliance issue falling below 100% is cited, corrected, and verified.

Based on FFY 2012 (2012-2013) data, seven AEAs will be required to write a corrective action plan. The SEA ensures that steps in the corrective action plan are completed by monitoring implementation of the CAP through Iowa's ISTAR system, assigning SEA personnel to monitor implementation of the CAP, and by verifying implementation through data.

While Iowa was able to verify correction of all noncompliance for FFY 2011 (2011-2012), the state has procedures in place should timely correction not take place in the future. Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the Department of Justice or state auditor. [IAC 281–41.604]

Verification of Correction (either timely or subsequent): Iowa verified the correction of noncompliance identified in the FFY 2011 (2011-2012) APR by (a) verifying that every instance of child-specific noncompliance was subsequently corrected on the IEP, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2011 (2011-2012) is correctly implementing 34 CFR §§300.320(b) and 300.321(b). Verification of correction of individual noncompliance (Prong 1) occurs in the ISTAR monitoring system. First, the district verifies that for each child for whom the transition requirements were not met, all required corrections have been made on the IEP. Then the AEA verifies the same information on the IEP. Child-specific noncompliance is considered "verified" when both steps have been completed. Verification of correct implementation of the regulatory requirement (Prong 2) is done by analyzing updated data in a sample of IEPs subsequent to the time during which the noncompliance was found, but within the one-year correction period. To be determined to be correctly implementing the regulatory requirement, an district or AEA is required to meet 100% compliance in a sample of three new transition file reviews. The time period examined begins six months from notification of findings of noncompliance and ends three months later.

Indicator 13 Measurement

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

Also §300.43(a)(1) **Indicator B13** **Age Group C only**	expectation of **living** that projects beyond high school, is consistent with available assessment information and is observable?				school outcomes in the area of living that are consistent with available transition assessment data. **No** = Area is not stated as an observable behavior **OR** is not addressed or addressed vaguely **OR** is inconsistent with available transition assessment data.

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

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

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

	and activities and to meet all needs identified in the PLAAFP?				supports have a description on Page F **OR** descriptions are vague.
SS51. §300.321(a) Indicators B5, B6 Age Group A, B, C	Were the following required participants invited to the meeting: • The parents of the eligible individual, • At least one general education teacher, • At least one special education teacher, • A representative of the district who is qualified to provide or supervise the provision of specially designed instruction, AND • An individual who can interpret the instructional implications of				**Yes** = All participants required to attend the meeting were listed on the Meeting Notice form (or included in the other appropriate documentation of meeting notification) or excusal form. **No** = All participants required to attend the meeting were not listed on the Meeting Notice form (or included in the other appropriate documentation of meeting notification) or excusal form.

	evaluation results?				
SS51a §300.321(b)(3) Indicator B13 Age Group C only	For this secondary transition-aged student, was a representative of a participating agency invited to the meeting with prior consent of the parent or student who has reached the age of majority, if applicable?				**Yes** = Meeting Notice form (or other appropriate documentation of meeting notification) indicates that, if applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student. **No** = Meeting Notice form (or other appropriate documentation of meeting notification) indicates that, if applicable, representatives of participating agencies were NOT invited to the meeting with prior consent of the parent or age-of-majority student OR invited without prior consent OR no documentation of meeting notification exists.
Item No.	Review Questions	Yes	No	NA	**Criteria for Response**
SS52. §300.321(a)(7) Indicator B13 Age Group C only	Was the student invited to attend the IEP meeting? (age 14 and above)				**Yes** = Student's name is listed on the completed Meeting Notice or the student's meeting notification is otherwise appropriately documented. **No** = Student's name is NOT listed on the completed Meeting Notice or documentation of student's meeting notification is absent.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. In addition, the following data source is required in the current Part B Measurement Table (OMB NO: 1820-0624 / Expiration Date: 7/31/2015).

Measurement:

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

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

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

Data Source: State selected data source.

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	B14A: 38.70 percent of leavers will be enrolled in higher education B14B: 61.65 percent of leavers will be enrolled in higher education or competitively employed B14C: 88.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment

States are allowed to select a sample of IEPs to be reviewed in order to obtain data for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. There are no districts in Iowa with a student population greater than 50,000, so there are no districts that are required to be included in the sample every year. The sampling method used is described in detail in Iowa's SPP for Indicator 14 submitted for FFY 2007 (2007-2008) and outlined here.

District sampling procedures. The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2012 (2012-2013). These schools are scheduled for a future site visit during FFY 2014 (2014-2015). All districts participate at least one time in every 5-year period, thus all districts are included in the Indicator 14 measurement during the SPP cycle.

To ensure a balanced representation of the State across each year of the 5-Year cycle, the Department of Education hired Dr. Michael Larsen of the Iowa State University Department of Statistics as an advisor. Dr. Larsen's analysis of district assignments to the school improvement schedule indicated that the overall State representation is balanced across the years. Dr. Larsen also determined that a slight imbalance in representation *within* Area Education Agencies (AEAs) could be remedied by making minor adjustments in districts' assigned years or by weighting the data during analysis to correct for the imbalance. Weighting the results will also allow for a representative sample across Iowa including race / ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances within AEAs by using weighted analysis procedures. State results will also be adjusted using weighting during analysis because there is not a probability mechanism employed in selecting districts for participation using the established school improvement cycle.

Student sampling procedures. Data were collected from two groups of former students: those who had IEPs at the time they exited high school and those who did not have IEPs at the time they exited high school. Sample selection procedures were established so that district data are representative of the districts and can be used for district improvement. Sample size was determined based on a 95% confidence level with a ten percent margin of error. The sample was drawn at the building level to ensure that data are representative of the building in districts with more than one high school. All leavers were included in the sample.

Data were collected via Iowa's System to Achieve Results (ISTAR), the state's web-based monitoring database, and submitted to the SEA, where they were validated. Missing data and outliers were flagged and verified.

Selection bias was avoided to the largest possible extent by drawing a representative sample of participants at a high level of confidence and conducting the analysis only after weighting the data properly.

Sample data for FFY 2012 (2012-2013) were assessed for similarity or difference of the sample to the population of students with disabilities exiting school. Tables B14.1, B14.2 and B14.3 present the representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively.

Table B14.1
Representativeness of Participants Sampled by Age

Age									
Population									
13	14	15	16	17	18	19	20	21	Total
18.63	18.09	18.02	17.01	15.94	8.33	2.78	1.09	0.12	100
Response Percent									
13	14	15	16	17	18	19	20	21	Total
0.00	0.00	0.00	0.83	56.25	35.00	3.75	4.17	0.00	100
Percent Difference									
13	14	15	16	17	18	19	20	21	
18.63	18.09	18.02	16.17	-40.31	-26.67	-0.97	-3.08	0.12	

Source. Iowa Information Management System and ISTAR System, FFY 2012 (2012-2013).

Across ages, the percentage of participants ranged from under-sampling of 40.31 percent (age 17) to oversampling of 18.63 percent (age 13). The SEA interpreted the data in Table B14.2 to indicate sufficient stratification and representation by age for students ages 13-21.

Table B14.2
Representativeness of Participants Sampled by Race/Ethnicity

Race/Ethnicity							
Population Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
0.83	2.67	8.67	9.62	0.10	77.33	0.78	100
Response Percent							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	Total
0.83	0.00	6.25	2.92	0.42	87.08	2.50	100
Percent Difference							
Asian	American Indian or Alaska Native	Hispanic/Latino	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multiple	
0.00	2.67	2.42	6.70	-0.32	-9.75	-1.72	

Source. Iowa Information Management System and ISTAR System, FFY 2012 (2012-2013).

Across subgroups of race, the percentage of participants sampled ranged from under-sampling of 9.75 percent (White) to oversampling of 6.70 percent (Black or African American). The SEA interpreted the data in Table B14.2 as supportive of sufficient stratification and representation by race/ethnicity.

Table B14.3
Representativeness of IEPs Sampled by Gender

Gender		
Population Percent		
Female	Male	Total
36.18	63.82	100
Response Percent		
Female	Male	Total
32.08	67.92	100
Percent Difference		
Female	Male	
4.10	-4.10	

Source. Iowa Information Management System and ISTAR System, FFY 2012 (2012-2013).

Across subgroups of gender, the percentage of IEPs sampled ranged from under-sampling of 0.44 percent (male) to oversampling of 0.44 percent (female). The SEA interpreted the data in Table B14.3 to indicate sufficient stratification and representation by gender.

Taken as a whole, Tables B14.1, B14.2, and B14.3 suggest that the sample resulted in data that represent the population of interest.

Actual Target Data for FFY 2012 (2012-2013):

Table B14.4 contains the raw numbers of participants surveyed in order to generate the actual target data for FFY 2012 (2012-2013). In conducting the data analysis for Indicator 14, these numbers were weighted according to AEA population, as described in the State Performance Plan submitted in FFY 2007 (2007-2008).

Table B14.4
Response rate by AEA, FFY 2012 (2012-2013)

	1	7	8	9	10	11	12	13	15	State
N Responses	9	15	1	6	26	9	26	8		100
N Targeted	30	38	64	26	43	72	38	47	36	394
Response Rate (%)	30.00	39.47	1.56	23.08	60.47	12.50	68.42	17.02	0.00	25.38

Source. Iowa's Project EASIER FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).

Actual target data for FFY 2012 (2012-2013) for Indicator 14A, the percent enrolled in higher education within one year of leaving high school, are depicted in Figure B14.1.

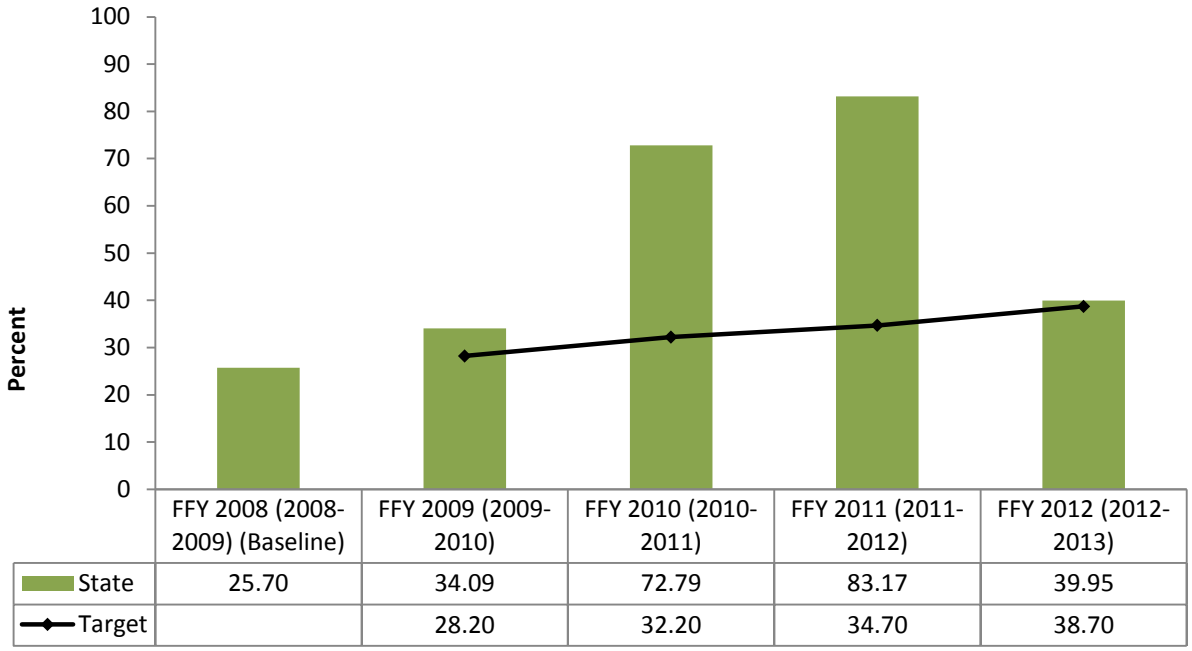


Figure B14.1. Percentage of Youth with IEPs Enrolled in Higher Education Within One Year of Leaving High School. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

Figure B14.2 provides actual target data for FFY 2012 (2012-2013) based on the measurement for Indicator 14B, the percent enrolled in higher education or competitively employed within one year of leaving high school.

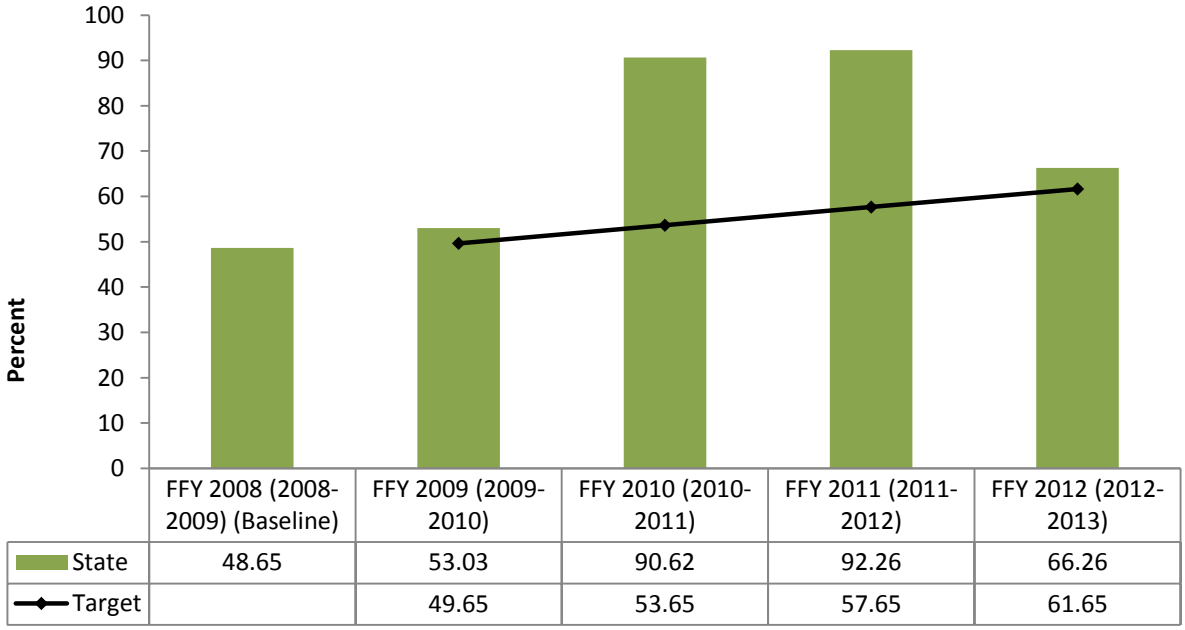


Figure B14.2. Percentage of Youth with IEPs Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

Figure B14.3 provides actual target data for FFY 2012 (2012-2013) based on the measurement for Indicator 14C, the percent enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.

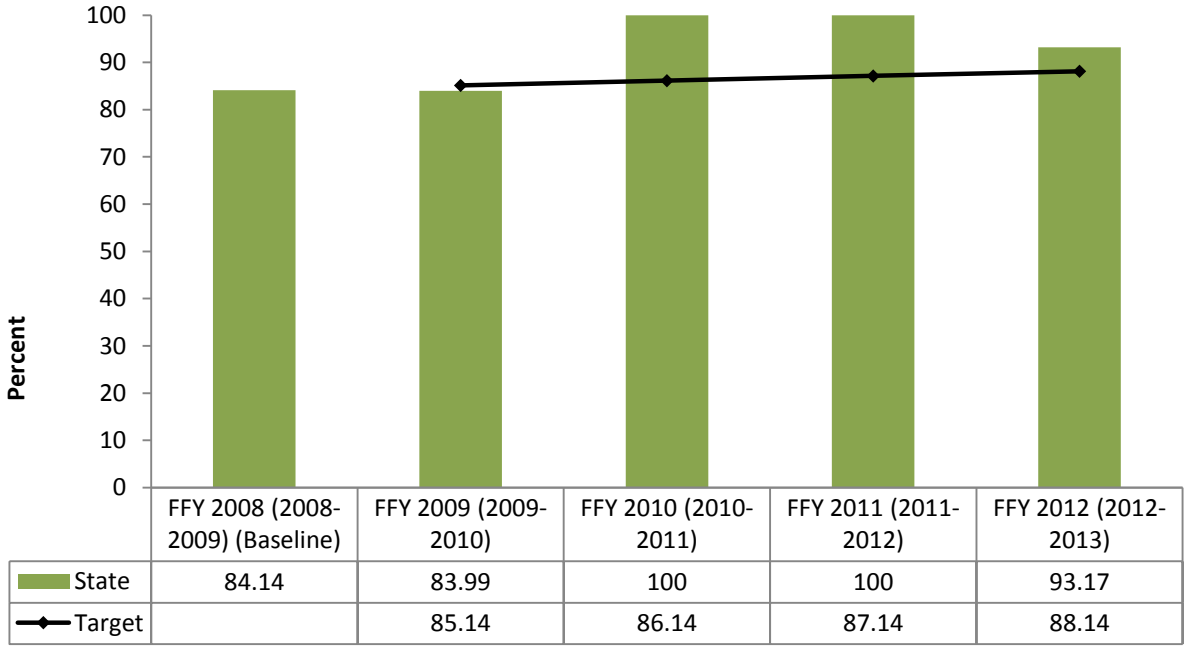


Figure B14.3. Percentage of Youth with IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment Within One Year of Leaving High School. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

Figure B14.4 presents state and AEA data for FFY 2012 on the percent of students who did and did not have IEPs who were enrolled in higher education within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.

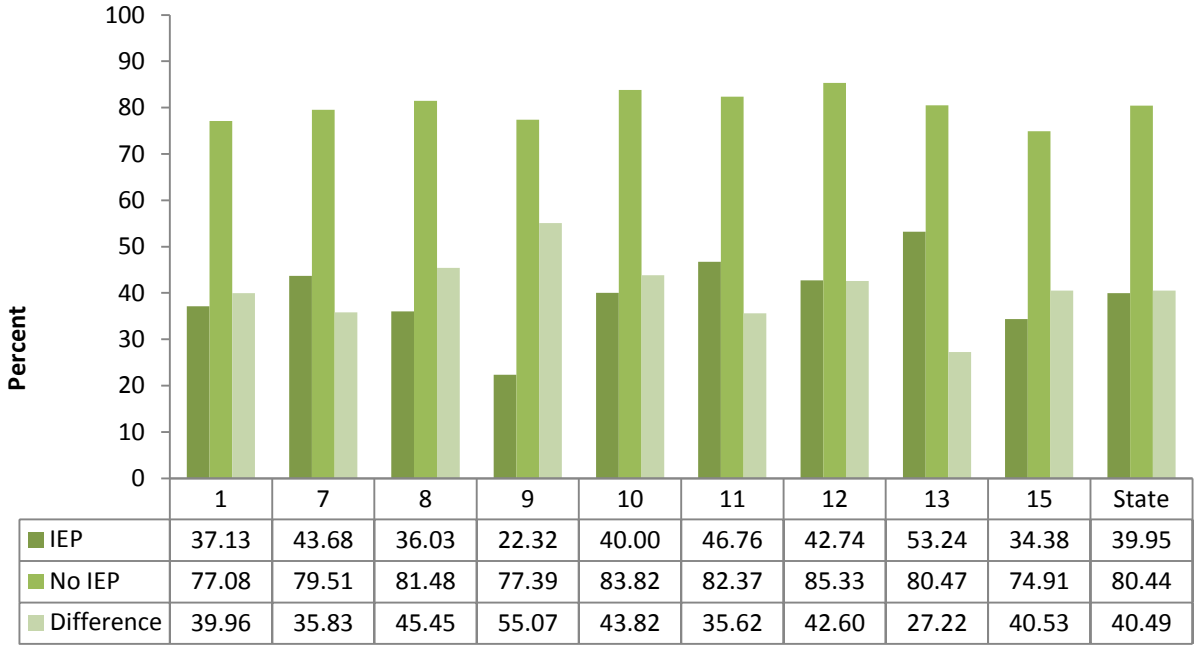
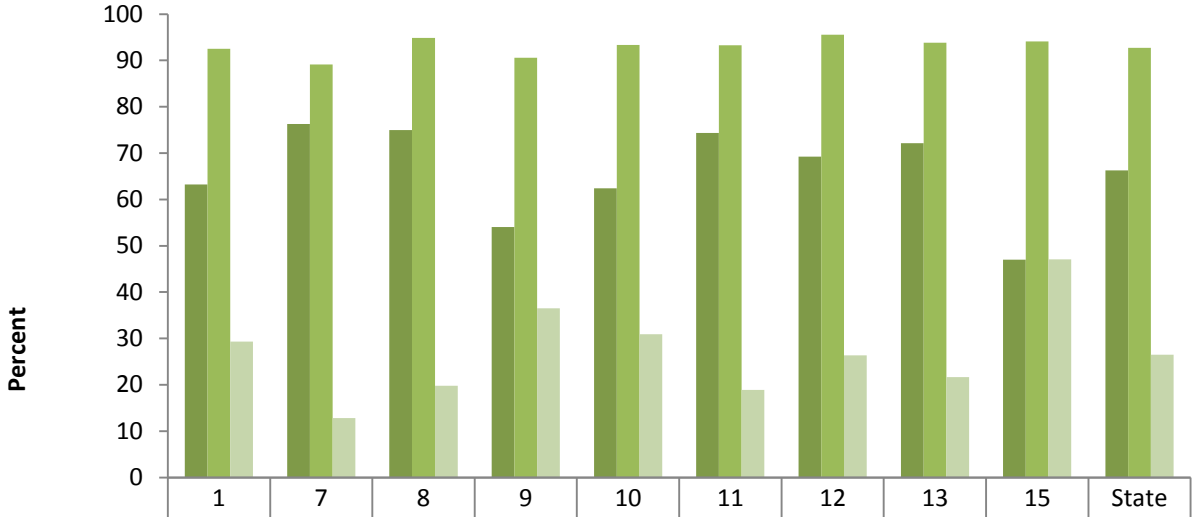


Figure B14.4. Percentage of Youth with and without IEPs Enrolled in Higher Education, State and AEA. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

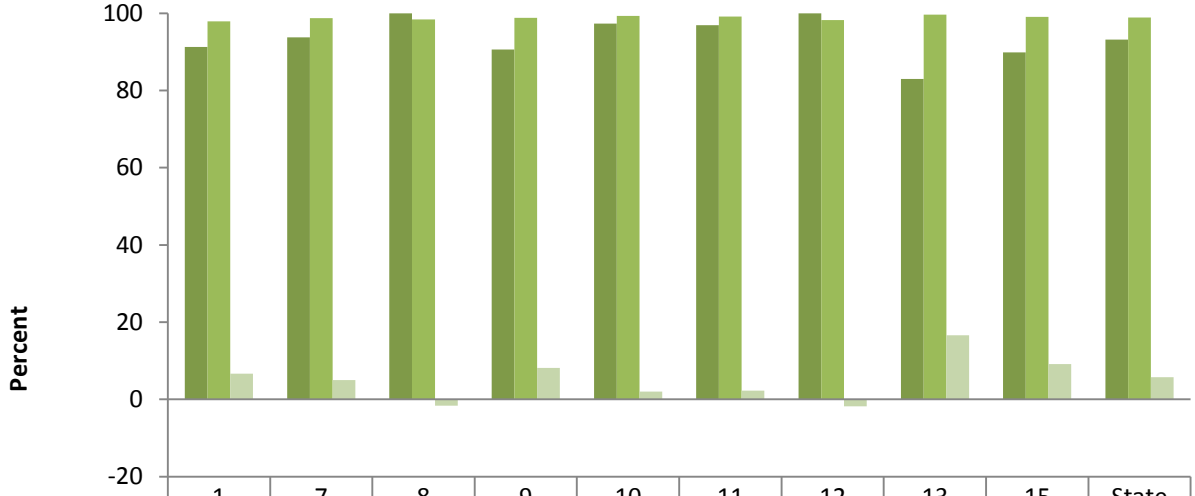
Figure B14.5 presents state and AEA data for FFY 2012 on the percent of students who did and did not have IEPs who were enrolled in higher education or competitively employed within one year of leaving high school.



	1	7	8	9	10	11	12	13	15	State
IEP	63.24	76.31	75.00	54.04	62.41	74.37	69.21	72.16	47.02	66.26
No IEP	92.54	89.10	94.83	90.55	93.36	93.26	95.54	93.85	94.13	92.72
Difference	29.30	12.79	19.83	36.51	30.95	18.88	26.33	21.69	47.11	26.46

Figure B14.5. Percentage of Youth with and without IEPs Enrolled in Higher Education or Competitively Employed, State and AEA. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

Figure B14.6 presents state and AEA data for FFY 2012 on the percent of students who did and did not have IEPs who were enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.



	1	7	8	9	10	11	12	13	15	State
IEP	91.29	93.77	100.00	90.60	97.29	96.90	100.00	83.01	89.89	93.17
No IEP	97.91	98.73	98.40	98.79	99.29	99.13	98.22	99.60	99.05	98.89
Difference	6.62	4.96	-1.60	8.19	2.01	2.23	-1.78	16.58	9.16	5.72

Figure B14.6. Percentage of Youth with and without IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment, State and AEA. *Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).*

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

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

	1	7	8	9	10	11	12	13	15	State
Higher education	48.50	42.45	12.23	10.13	30.52	30.69	12.42	27.50	17.00	231.46
Competitively employed	34.11	31.72	13.23	14.40	17.09	18.13	7.70	9.77	6.25	152.40
Other education	5.69	2.17	3.50	2.67	2.57	3.19	1.70	0.00	2.00	23.49
Other employment	30.96	14.80	4.99	13.93	24.04	11.60	7.25	5.61	19.20	132.38
Not engaged	11.38	6.06	0.00	4.27	2.07	2.03	0.00	8.78	5.00	39.58
Total leavers	130.64	97.20	33.94	45.40	76.29	65.65	29.07	51.66	49.45	579.30

Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).

Table B14.6
Unweighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, State and AEA

	1	7	8	9	10	11	12	13	15	State
Higher education	16	22	6	4	13	15	4	8	6	94
Competitively employed	11	14	7	6	7	9	3	5	2	64
Other education	2	1	2	1	1	2	1	0	1	11
Other employment	10	7	3	5	10	6	4	2	7	54
Not engaged	4	3	0	2	1	1	0	4	2	17
Total leavers	43	47	18	18	32	33	12	19	18	240

Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).

Table B14.7
Weighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	15	State
Higher education	296.77	543.05	265.61	170.27	651.31	406.09	161.28	346.00	305.65	3146.03
Competitively employed	59.49	65.48	43.52	28.93	74.07	53.66	19.30	57.55	78.38	480.39
Other education	5.13	19.25	2.00	2.13	8.79	2.09	1.70	3.35	4.43	48.86
Other employment	15.55	46.53	9.66	16.00	37.36	26.88	3.36	21.36	15.64	192.34
Not engaged	8.05	8.69	5.21	2.67	5.48	4.28	3.36	1.74	3.89	43.38
Total leavers	385.00	683.00	326.00	220.00	777.00	493.00	189.00	430.00	408.00	3911.00

Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).

Table B14.8
Unweighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	15	State
Higher education	111	263	143	64	273	188	74	159	134	1409
Competitively employed	22	32	24	11	31	26	8	25	33	212
Other education	2	8	1	1	4	1	1	2	2	22
Other employment	5	21	5	7	14	12	1	10	6	81
Not engaged	3	4	3	1	2	2	1	1	2	19
Total leavers	143	328	176	84	324	229	85	197	177	1743

Source. Iowa's Project EASIER, FFY 2012 (2012-2013) and B14 Indicator Survey Responses FFY 2012 (2012-2013).

Iowa uses weighted numbers to calculate percentages for Indicator 14. The calculations for Indicators 14A, 14B, and 14C are shown below:

14A = (231.46/579.30)*100 = 39.95

14B = ((231.46+152.40)/579.30)*100 = 66.26

14C = ((231.46+152.40+23.49+132.38)/579.30)*100 = 93.17

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

Discussion of Improvement Activities That Occurred for FFY 2012 (2012-2013): Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

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

Completed activities for FFY 2012 (2012-2013) are discussed in Table B14.9.

Table B14.9
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Improve Data Collection and Reporting. Conduct analyses of survey data to ensure representativeness of all leavers.	Representative sample
Improve Data Collection and Reporting. Implement strategies to increase response rate.	Response rate reasonably high enough to use the data for decision-making and system monitoring.
Improve Data Collection and Reporting. Gather, report, and analyze Indicator B13 and B14 data with collaborative partners. Combine with other agency data as needed.	Shared targets and strategies for improved outcomes of youth with disabilities.
Program Development. Develop 4 Model Employment Transition Sites.	District self-assessment, identification of essential elements for scale-up. Increased relevance of services, supports and activities in IEP. Increased B14 data.
Program Development. Develop materials for IEP teams to use to build skills and supports for academic and behavioral success at college.	Identification of elements for model site development. Increased relevance of services, supports and activities in IEP. Increased B14 data.
Improve Data Collection and Reporting. The SEA conducted analyses of survey data to ensure representativeness of all leavers.	Samples were drawn to ensure representativeness of all leavers. Representativeness of responders is described in text of Indicator B14.
Improve Data Collection and Reporting. The SEA identified and implemented strategies to increase response rate.	Provided districts with mechanism to monitor their response rates during data collection. The response rate last year was 16.86%, possibly due to a lack of incentives paid to districts. This year the SEA contracted with one entity to collect the data. The response rate was 25.38
Improve Data Collection and Reporting. The SEA identified and implemented strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	Inclusion in FY10 was sufficient. No other activities necessary for FY11.
Improve Data Collection and Reporting. The SEA gathered, reported, and analyzed Indicator B13 and B14 data with collaborative partners.	Presentations with IVRS, Governor's DD Council, SEAP, Postsecondary Providers, Parents and other stakeholders were completed. Iowa Vocational Rehabilitation Services is in the third year of using the system across the state.
Improve Data Collection and Reporting. The SEA hired a contractor to review the senior exit and one year follow-up surveys to account for student participation in community college and other college level courses while in high school.	This information is being used by stakeholder groups to shape improvement activities.
Improve Systems Administration and Monitoring. The SEA further	This information is being used by stakeholder groups to

Improvement Activity	Measurable Outcomes
analyzed data of students who are not competitively employed or attending postsecondary to identify what they are doing, who they are, and needed supports.	shape improvement activities.
Improve Systems Administration and Monitoring. The SEA further analyzed postsecondary data to identify characteristics of attendees and non-attendees, postsecondary success and needed supports.	This information is being used by stakeholder groups to shape improvement activities.
Improve Systems Administration and Monitoring. The SEA further analyzed employment data to determine quality of employment and needed supports.	This information is being used by stakeholder groups to shape improvement activities.
Provide Technical Assistance. The SEA developed tools to increase AEA and LEA access to and use of data.	Deep analysis of data completed with five AEAs.
Provide Technical Assistance. The SEA developed tools and provided technical assistance to AEAs, LEAs, families, students, and Disability Support Services Providers to increase access to accommodations at the postsecondary level.	The percentage of students completing at least one term at a postsecondary institution increased from 34.09% to 72.79%
Clarify/Examine/Develop Policies and Procedures. Partner with other agencies and organizations to identify competitive employment definition similarities, differences and statewide needs.	Definitions identified and shared goals developed.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013): Iowa met the target for Indicator B14 for FFY 2012 (2012-2013).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

One-Year Follow-Up Survey Instrument

1-Year Follow-Up Survey
FFY 2012 (2012-2013)

Q #	Text	Q Type	Response Criteria
Welcome:	**Thank you for taking this survey.** If you took the Senior Exit Survey last year before leaving school, you may remember that the Iowa State Department of Education is seeking information to improve students' transition to life after high school. All responses have been and will be kept completely confidential. No names will ever be used in our results.	Read Only	
1	**We are interested in how well you think your high school prepared you for your life after graduation.**	Text/HTML	
1a	How well do you think your high school experience has prepared you **to decide what you want to do after high school?**	4 Point Scale w/NA	
1b	How well do you think your high school experience has **informed you about possible careers and job opportunities?**	4 Point Scale w/NA	
1c	How well do you think your high school experience has prepared you **to find and keep a job?**	4 Point Scale w/NA	
1d	How well do you think your high school experience has prepared you **for further education?**	4 Point Scale w/NA	
1e	How well do you think your high school experience has prepared you **for living on your own?**	4 Point Scale w/NA	
1f	How well do you think your high school experience has prepared you **to manage your personal finances?**	4 Point Scale w/NA	
1g	How well do you think your high school experience has provided you with **specific job or occupational skills?**	4 Point Scale w/NA	
2	Did you graduate from high school with a diploma or have you completed a GED?	Multiple Choice/Single Selection	High school diploma
			GED
			Did not receive high school diploma or GED
			Do not know

3a	Did you need any community or government assistance for further education, jobs, or living arrangements after you left high school?	Yes/No	
3b	What type of services did you need? (Check all that apply.)	Check Box List	Finding a job
			Getting job training
			Financial aide for further education
			Other support for further education
			Making living arrangements
			Special assistance for independent living
			Other
3c	Did you get the help or services that you needed?	Multiple Choice/Single Selection	Yes, for all areas of need
			Yes, for some areas of need
			No
3d	Which reason best describes why you did not get the help?	Multiple Choice/Single Selection	Services were not helpful
			Did not apply for services
			Did not qualify for services
			Do not know
			Other
3e	Who helped you find those services?	Multiple Choice/Single Selection	I found it on my own
			Family member
			Friend
			High school teacher or other high school staff (such as guidance counselor, school social worker)
			Agency staff
			Other
4a	Do you currently need community or government assistance for further education, jobs, or living arrangements?	Yes/No	
4b	What type of services do you need? (Check all that apply)	Check Box List	Finding a job
			Getting job training
			Financial aide for further education
			Other support for further education
			Making living arrangements
			Special assistance for independent living
5	We are interested in your work history next. Since leaving high school, have you been employed in any paid job?	Yes/No	

5a	Why have you not worked since leaving high school?	Multiple Choice/Single Selection	Unable to find work
			Disabled
			In a mental health program
			Incarcerated (jail)
			Full-time homemaker/parent
			Student
			In job training
			Difficulties with transportation
			Other
5b	Since leaving high school, have you been employed for at least a 3-month period in the past 12 months?	Yes/No w/Comment	
5c	I'm going to ask you questions about the job that you were employed in for at least 3 months in the past 12 months. During that time did you make minimum wage, more than minimum wage, or less than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
5d	On average, how many hours per week did you work at that job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
6	At that job, how many of the other workers had or have disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Most of them
			Don't know
6a	As part of that job did or do you get **paid vacation** and/or **sick leave**?	Yes/No	
6b	As part of that job did or do you get **health insurance**?	Yes/No	
6c	As part of that job did or do you get **retirement benefits**?	Yes/No	
6d	Which one of the following categories best describes the type of work you did or do at that job?	Multiple Choice/Single Selection	Assembly or production
			Agriculture, Natural Resources
			Clerical or office work
			Construction
			Family and personal services, such as day care
			Health care
			Maintenance
			Military
			Recreation Fitness, Summer Recreation, Camps, Health Club
			Restaurant or food service

			Retail sales
			Other
7	Are you currently working outside the home for pay?	Yes/No	
7a	Did we just talk about that job? (***NOTE***: If the survey has not yet asked questions about a specific job, say "no" to this question.)	Yes/No	
8	At your current job, do you make minimum wage, more than minimum, or less than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
8a	On average how many hours per week do you work at your current job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
8b	At your current job, how many of the other workers had or have disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Most of them
			Don't know
8c	As part of your current job do you get **paid vacation** and/or **sick leave**?	Yes/No	
8d	As part of your current job do you get **health insurance**?	Yes/No	
8e	As part of your current job do you get **retirement benefits**?	Yes/No	
8f	Which one of the following categories best describes the type of work you do at your current job?	Multiple Choice/Single Selection	Assembly or production
			Agriculture, Natural Resources
			Clerical or office work
			Construction
			Family and personal services, such as day care
			Health care
			Maintenance
			Military
			Recreation Fitness, Summer Recreation, Camps, Health Club
			Restaurant or food service
			Retail sales
			Other
10	Why are you not currently working?	Multiple Choice/Single Selection	Unable to find work
			Disabled
			In a mental health program
			Incarcerated (jail)
			Full-time homemaker/parent

			Student
			In job training
			Difficulties with transportation
			Other
11a	Tell me about the last job that you had. Were you making less than minimum wage, minimum wage, or more than minimum wage?	Multiple Choice/Single Selection	Less than minimum wage
			Minimum wage
			More than minimum wage
11b	On average, how many hours per week did you work at that job?	Multiple Choice/Single Selection	1 - 9 hours
			Over 9 but less than 20 hours
			At least 20 but less than 35 hours
			35 or more hours
11c	At your past job, how many of the other workers had disabilities?	Multiple Choice/Single Selection	None of them
			One or two of them
			Don't know
12	How well do you get along with your boss(es)?	Multiple Choice/Single Selection	Always have problems
			Often have problems
			Sometimes have problems
			Usually get along
			Always get along
13	How well do you get along with your co-workers?	Multiple Choice/Single Selection	Always have problems
			Often have problems
			Sometimes have problems
			Usually get along
			Always get along
14	Would you consider any of the work you've had since leaving high school to meet your long-term work goal?	Yes/No w/Comment	
15	What are you planning to do to pursue your long-term employment goal?	Multiple Choice/Single Selection	Look for another job
			Pursue education or training
			Work your way up to a higher position
			No long term employment goal
			Don't know
16a	Do you plan to attend school sometime in the future?	Yes/No	
16b	What is the highest level of education that you would like to obtain?	Multiple Choice/Single Selection	High school diploma, GED
			License, certificate, or diploma from a technical, business or trade school
			Associate's degree/Bachelor's degree
			Associate's degree/Bachelor's degree
			Graduate degree (Master's, PhD, MD, etc.)

			No preference, Don't know
16c	Have you taken classes of any kind since you left high school?	Yes/No	
17	What type of school did you attend this past year?	Multiple Choice/Single Selection	Public 4-year college or university
			Private 4-year college or university
			Public 2-year or community college
			Private 2-year college (e.g. private business or trade school)
			Other type of adult or community education
18a	Did you attend this school part-time or full-time?	Multiple Choice/Single Selection	Part-time
			Full-time
18b	Did you complete at least one term at this school since leaving high school?	Yes/No w/Comment	
18c	Which one reason below best describes your objective in going to school?	Multiple Choice/Single Selection	Degree or taking courses that can be used towards a degree (e.g., AA, BS, MS, Ed.D)
			Training Program Certificate (e.g., firefighters, teacher assistant)
			Military course work
			Work apprenticeship program
			Adult literacy program
			GED
			Coursework - not degree oriented – in an area of interest or hobby (e.g., language, photography, landscaping)
19	Which one of the following areas best describes your primary area of study or training?	Multiple Choice/Single Selection	Agriculture, Natural Resources
			Arts and Communications
			Business, Computers, Marketing
			Education
			Engineering, Architecture, Industrial Technology
			Family and Personal Services
			Health Occupations
			Law, Government, Public Service
			Hospitality or Tourism
			Other
			Undecided / Don't Know
20	Item intentionally missing		
21	During the last few weeks, how have you spent most of your time when you weren't working or going to school? (Check all that apply.)	Check Box List	Visiting with family members
			Visiting with friends
			Talking with friends on the

			telephone
			Watching television or videos
			Listening to music
			Exercise, participate in sports or other athletic activity
			Other
22	During the past year, have you done any volunteer or community service activities? This could include community service that is part of a church or other group.	Yes/No	
23	Do you have a driver's license?	Yes/No	
24	Do you usually have money that you can decide how to spend?	Yes/No	
25	Do you have your own checking account?	Yes/No	
26	Do you have a savings account?	Yes/No	
27	Do you have a credit card or charge account in your own name?	Yes/No	
28	Do you earn enough to support yourself without financial help from your family or government benefit programs?	Yes/No	
29	Do you have medical insurance?	Yes/No	
30	During **most** of the past year, where did you live?	Multiple Choice/Single Selection	In your own apartment/home
			With your family
			In student housing (such as a dormitory or residence hall)
			In an apartment or group residence that provides special assistance
			In military housing/barracks
			In another arrangement
31	During most of the past year, did you live in Iowa?	Yes/No	
32a	How happy are you with your life as a young adult? Would you say you are generally unhappy or generally happy?	Multiple Choice/Single Selection	Generally Unhappy
			Generally happy
32b	Item intentionally missing		
32c	Why aren't you happy? Would you say it's due to . . .	Check Box List	Problems with work
			Problems with family
			Problems with friends
			Loneliness
			Problems with money
			Problems with health
			Boredom, not enough to do
			Other

Dropout Survey Instrument

Dropout Survey
FFY 2012 (2012-2013)

Q #	Text	Q Type	Response Criteria
Welcome:	**Thank you for taking this survey.** The results are designed to help the State Department of Education improve students' transition to life after high school. Your responses will be kept completely confidential.	Read Only	
1	**Have you participated in any of the following types of school activities during the past 2 years?**	Text/HTML	
1a	School clubs, such as debate, student government, or environmental clubs?	Yes/No/NA	
1b	Athletic activities, such as varsity sports, intramurals, or cheerleading?	Yes/No/NA	
1c	Performing groups, such as band, choir, dance, or drill team?	Yes/No/NA	
1d	School drama activities, including acting, working on sets, lighting, costumes or publicity?	Yes/No/NA	
1e	Have you participated in any other school-sponsored extra-curricular activities during the past 2 years?	Yes/No/NA	
2	During high school have you ever participated in any career-oriented events such as interest inventories, career or job fairs, or college recruitment events?	Yes/No/NA	
3	During the past year, have you talked with a guidance counselor or another adult at your school about your plans for the future?	Yes/No/NA	
4	During the past year, have you done any volunteer or community service activities? This could include community service that is part of a school class or other group.	Yes/No/NA	
5	**The next set of questions ask about how well you think your high school has prepared you for your life after high school. Please indicate one response for each item.**	Text/HTML	
5a	How well do you think your high school experience has prepared you **to decide what you want to do after high school?**	4 Point Scale w/NA	
5b	How well do you think your high school experience has **informed you about possible careers and job opportunities?**	4 Point Scale w/NA	
5c	How well do you think your high school experience has prepared you **to find and keep a job?**	4 Point Scale w/NA	
5d	How well do you think your high school experience has prepared you **for further education?**	4 Point Scale w/NA	
5e	How well do you think your high school	4 Point Scale	

	experience has prepared you **for living on your own?**	w/NA	
5f	How well do you think your high school experience has prepared you **to manage your personal finances?**	4 Point Scale w/NA	
5g	How well do you think your high school experience has provided you with **specific job or occupational skills?**	4 Point Scale w/NA	
6	**By the time you graduate will you have taken at least:**	Text/HTML	
6a	1 year of Algebra, or equivalent	Yes/No/NA	
6b	4 years of English?	Yes/No/NA	
6c	3 years of science?	Yes/No/NA	
6d	3 years of social studies?	Yes/No/NA	
6e	3 years of math? (may or may not include 1 year of Algebra)	Yes/No/NA	
7a	During high school, did you take courses to help prepare you for employment after high school?	Yes/No/NA	
7b	In what areas were the classes you took? (Check all that apply.)	Check Box List	
8a	Do you think you will need any community or government assistance for further education, jobs, or living arrangements?	Yes/No/NA	
8b	What type of services? (Check all that apply.)	Check Box List	Finding a job
			Getting job training
			Financial aid for further education
			Other support for further education
			Making living arrangements
			Special assistance to live independently
			Other
9a	In the past 2 years, have you taken part in any school-sponsored work activities, like a work experience job, an internship, or a school-based business?	Yes/No/NA	
9b	Did you get school credit for any of that work?	Yes/No	
9c	Did you get paid for that work?	Yes/No	
10a	Do you currently have a job? (A paying job, not including work around the house.)	Yes/No/NA	
10b	Have you had a paying job in the past 2 years?	Yes/No/NA	
11	How long have you been working at this job?	Multiple Choice / Single Selection	Less than 6 months (since December 2010)
			6 months to one year (since May 2010)
			More than 1 year (before May 2010)

11a	How much do you currently make relative to the minimum wage of $7.25/hr?	Multiple Choice/ Single Selection	Less than minimum wage Minimum wage More than minimum wage
12	Did you find this job on your own or did you have some help, either from someone you know, your school, or a job-related program?	Multiple Choice / Single Selection	Found job on my own. Help from someone I know Help from school or job-related program
13	Which one of the following categories best describes the type of work you do at this job?	Drop Down	Assembly or production, such as mechanic Agriculture, Natural Resources Clerical or office work Construction Family and personal services, such as cosmetology, day care or housekeeping Health care Maintenance, recycling Recreation Fitness, Summer Recreation, Camps, Health Club Restaurant or food service Retail sales, such as grocery or clothing Other
14	Do you have a driver's license?	Yes/No/NA	
15	Do you usually have money that you can decide how to spend?	Yes/No/NA	
16	Do you have your own checking account?	Yes/No/NA	
17	Do you have a savings account?	Yes/No/NA	
18	Do you have a credit card or charge account in your name?	Yes/No/NA	
19	What is the highest level of education that you would like to obtain?	Multiple Choice/Single Selection	High school diploma License, certificate or diploma from a technical, business or trade school Associate's degree Bachelor's degree Graduate degree (MA, MS, PhD, MD, EdD)

			Don't know
20a	What are your educational plans for this fall?	Multiple Choice/Single Selection	
20b	Which one of the following will be your *primary* area of study or training?	Multiple Choice/Single Selection	Agriculture, Natural Resources
			Arts and Communications
			Business, Computers, Marketing
			Education
			Engineering, Architecture, Industrial Technology, Auto Mechanics
			Family and Personal Services (hair design, athletic trainer)
			Health Occupations
			Law, Government, Public Service
			Hospitality or Tourism
			Other
			Undecided (Don't know)
21	What are your work plans for this fall?	Multiple Choice/Single Selection	Work part-time
			Work full time
			In the Military
			No work plans this fall
			Full time homemaker
22	What state do you plan to live in this fall?	Multiple Choice/Single Selection	In Iowa
			Not in Iowa
23	What will be your living arrangement this fall?	Multiple Choice/Single Selection	Live in student housing (dormitory, residence hall)
			Live in/rent apartment, house
			Live with family
			Live in an apartment or group residence that provides assistance
			Live in some other arrangement
			Military Housing
23b	Describe your living arrangements for next fall:		Text Box Large
24	Will you receive your high school diploma in the spring or summer of 2011?		Yes/No/Don't Know

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

States are required to use the "Indicator 15 Worksheet" to report data for this indicator.

Data Source: Data to be taken from State monitoring, complaints, hearings and other general supervision system components. Indicate the number of agencies monitored using different components of the State's general supervision system.

Measurable and Rigorous Target:

The provision of effective general supervision and the identification and correction of noncompliance as soon as possible but in no case later than one year from identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

Actual Target Data for FFY 2012 (2012-2013):

Data reported below are generated from Iowa's Information Management System for Special Education (IMS), Iowa's Monitoring Database, on-site visits, and Iowa's due process database.

Data have been verified and determined valid and reliable for noncompliance identified in FFY 2011 (2011-2012) and corrected in FFY 2012 (2012-2013).

Identification and correction of district noncompliance was monitored by AEAs and the SEA. During 2011 (2011-2012), each district identified for a site visit in the subsequent school year used a statewide self-assessment tool to conduct IEP file reviews on a random sample using a 95% confidence level with a 10% margin of error. Districts engaging in a site visit during FFY 2012 (2012-2012) were also reviewed for noncompliance. Iowa also generates a report of noncompliance from compliance data collected in Iowa's Information Management System (IMS) annually. Table B15.1 reports the total number of findings of noncompliance identified during 2011 (2011-2012) through site visits, self-assessment, desk audits, data reports, and due process proceedings and corrected within one year of identification.

Table B15.1

Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of	Monitoring Activities: Self-	72	1381	1378

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. 4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.				
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	60	302	302
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	2	5	5
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate	Monitoring Activities: Self-	1	6	6

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	136	136
	Dispute Resolution: Complaints, Hearings	1	1	1
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	13	13
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	70	1393	1393
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			3240	3237
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**(b) / (a) X 100 =**	99.91

Source. FFY 2011 (2011-2011): SEA Monitoring Database, Site Visit Reports, Desk Audits, Due Process Database.

As summarized in Table B15.1, there were 3240 findings of noncompliance identified statewide through onsite visits, self-assessments, desk audits, data reports, and due process procedures. Of the 3240 total findings, 3237 or 99.91 percent were corrected no later than one year from identification. Correction of these findings was verified by the SEA.

For FFY 2006 (2006-2007) through FFY 2012 (2012-2012), the percentage of findings identified and corrected no later than one year from identification is summarized in Figure B15.1.

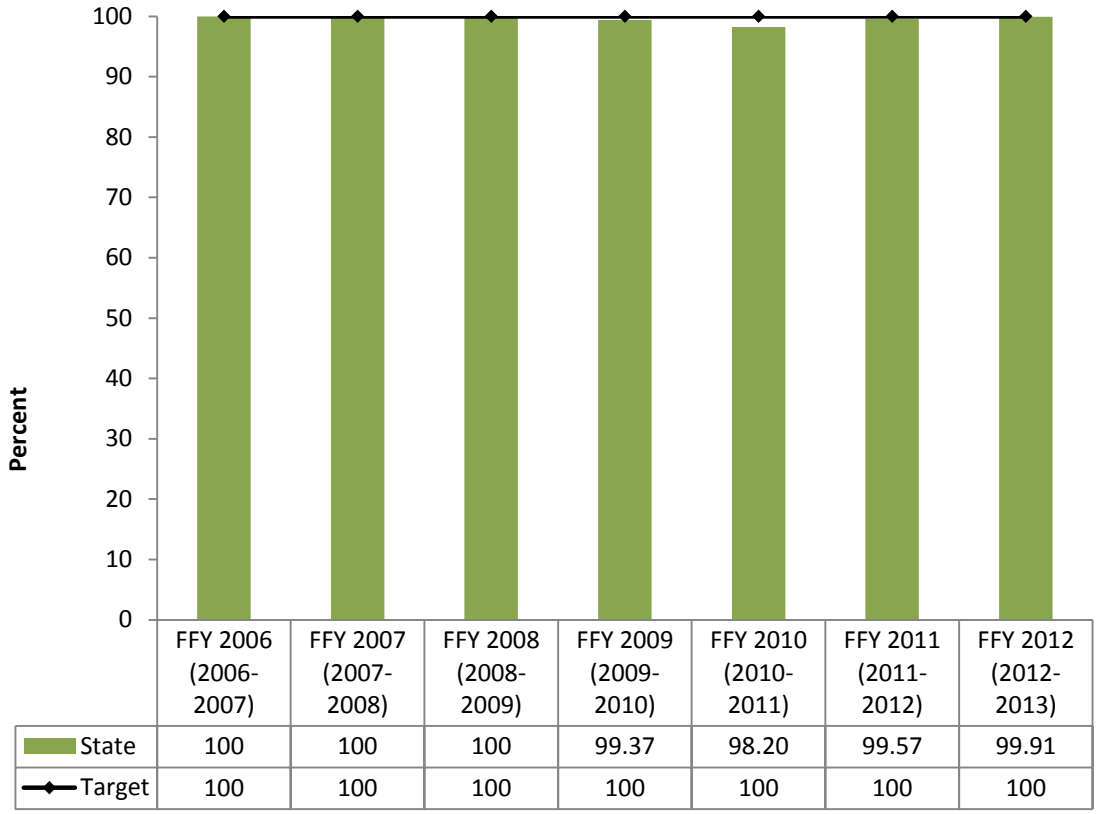


Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification.
Source: SEA Monitoring Database, FFY 2006 (2006-2007) through FFY 2012 (2012-2013).

Iowa did not meet the measureable and rigorous target of 100% for Indicator 15 for FFY 2012 (2012-2013), with 99.91% of findings corrected and correction verified no later than one year from identification. Iowa did meet substantial compliance of greater than 95%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2012 (2012-2013):

Discussion of Improvement Activities That Occurred for FFY 2012 (2012-2013). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

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

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B15.2.

Table B15.2
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activities	Measurable Outcomes
Provide Technical Assistance. The SEA and AEA stakeholder group will provide technical assistance/training to LEAs on compliance updates related to OSEP requirements.	LEAs will understand IDEA compliance to ensure accurate data collection
Improve System Administration and Monitoring. The requirement for verification of correction of Prong 2, i.e. that the LEA is correctly implementing the specific regulatory requirement, will be closely monitored within Iowa's I-STAR system to ensure 100% compliance.	Prong 2 correction of noncompliance will be 100%
Improve System Administration and Monitoring. Areas of concern regarding Prong 2 (evidence of practice change) will be analyzed to assist in planning AEA professional development for areas of ongoing concern.	Data share with appropriate AEA staff to assist with professional development needs regarding change of practice
Improve Data Collection and Reporting. SEA will count items of noncompliance by aggregating multiple items of noncompliance found in a specific district to a single item of noncompliance for purposes of counting in indicator B15.	Noncompliance count will be accurately aggregated at the specific item levels that are aligned with regulatory requirements

Discussion of Slippage That Occurred for FFY 2012 (2012-2013): Slippage did not occur for Indicator 15

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None.

Correction of Previous Noncompliance

SEAs are required to report for Indicator B15 the following specifics around correction of noncompliance from the FFY 2011 (2011-2012) Annual Performance Report.

Table B15.3
Correction of Noncompliance reported in FFY 2011 (2011-2012) Annual Performance Report

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	**3240**
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	**3237**
3. Number of findings not verified as corrected within one year [(1) minus (2)]	**3**
4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	**3**
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**3**
6. Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	**0**

Iowa analyzed data from all components of the general supervision system, including on-site visits, self-assessments, desk audits, data reports, and dispute resolution. Data are collected from AEAs and Districts through on site visits and self-assessments on a five-year monitoring cycle. Each year approximately 20% of Districts, 40% of AEAs, and 20% of separate facilities/programs participate in some form of monitoring activity, and over a five year cycle 100% of programs in the state are monitored through an on-site visit and self-assessment. In FFY 2011 (2011-2012), a total of 94 programs were monitored through the state monitoring cycle, and all programs were monitored through the state data system. Compliance data related to indicators 9, 11, and 12 are collected in the states Information Management System (IMS) and used to issue findings of noncompliance annually. Data on complaints and hearings are collected in the state's Dispute Resolution database.

The SEA determined that noncompliance cited in FFY 2011 (2011-2012) was occurring because (a) many AEA and district personnel are not yet aware of the requirement to meet 100% compliance in subsequent sampling and still rely on the ability to correct noncompliance when cited rather than achieving higher levels of compliance initially, and (b) levels of compliance with IEP requirements for transition age students remain low in some areas. To remedy this, the SEA has undertaken initiatives to (a) increase understanding of general supervision and monitoring requirements by AEAs and (b) provide additional, targeted support for secondary transition personnel in AEAs and districts. Also, the SEA is working with AEAs on identifying promising practices for professional development for LEAs and staff to ensure change of practice to maintain compliance.

Iowa verified the correction of noncompliance identified in FFY 2011 (2011-2012) by (a) verifying that all individual, child-specific noncompliance was corrected to 100% via the state's ISTAR and Web IEP systems, and (b) verifying that each LEA that was performing below 100% compliance in FFY 2011 (2011-2012) is correctly implementing the specific regulatory requirements by reviewing a sample of IEPs from a subsequent time period. Verification of correction of individual noncompliance (Prong 1) occurs in the ISTAR system and state data system in two ways. First,

the AEA verifies that for child-specific noncompliance has been corrected at the district and/or AEA level. Then the SEA verifies the same information on the IEP and in the statewide data system. Child-specific noncompliance is considered "verified" when both steps have been completed. Verification of correct implementation of the regulatory requirement (Prong 2) is done by analyzing updated data or reviewing more IEPs in a sample from the subsequent to the period during which the noncompliance was found but within the one year correction period. To be determined to be correctly implementing the regulatory requirement an LEA is required to meet 100% compliance in a sample of three consecutive new IEPs. The time period examined begins six months from notification of findings of noncompliance and ends three months later.

Actions Taken Regarding Noncompliance: If noncompliance was not corrected to 100% in subsequent sampling, the state takes the following actions: (a) notifies the district and/or AEA of continued noncompliance, (b) requires a corrective action plan, if necessary, (c) continues subsequent monitoring to determine if and when the regulatory requirements are being correctly implemented.

Iowa's Administrative Rules of Special Education provide the SEA with the latitude to take enforcement actions in cases of noncompliance with the IDEA, including, but not limited to, requiring a corrective action plan, withholding payments under Part B, and referring the matter for enforcement to the department of justice or state auditor. [IAC 281–41.604]

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

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

States are not required to report on Indicator 16 in the FFY 2012 APR, due February 3, 2014.

Therefore, consistent with OSEP's directions, Iowa is not reporting on Indicator B16 for FFY 2012 (2012-2013).

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from data included in 618 Table 7.

Measurement:

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

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

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

States are not required to report on Indicator 17 in the FFY 2012 APR, due February 3, 2014.

Therefore, consistent with OSEP's directions, Iowa is not reporting on Indicator B17 for FFY 2012 (2012-2013).

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section C of 618 Table 7.

Measurement:

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

Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

Part B State Annual Performance Report (APR) for FFY 2012 (2012-13)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The measurement is derived specifically from rows included in 618 Table 7.

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

Measurement: Percent = 3.1(a) divided by (3.1) times 100. Percent = Number of resolution session settlement agreements reached divided by number of resolution sessions held times 100.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	**Not Applicable.***

***Note. Part B State Performance Plan Indicator Measurement Table provided by OSEP indicated: "States are not required to establish baseline or targets if the number of resolution sessions is less than 10."**

Actual Target Data:

Nine hearings were requested in FFY 2012 (2012-2013). Data for Indicator 18 are reflected in Section C of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data. The SEA is not required to establish baseline or targets, since Iowa had fewer than 10 resolution meetings for FFY 2012 (2012-13).

Of the 9 hearing requests filed between July 1, 2012, and June 30, 2013, two resulted in a hearing. Two resolution meetings were held, both of which reached an agreement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section B of 618 Table 7.

Measurement:

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

Percent = Number of mediation agreements related to due process complaints + number of mediation agreements not related to due process divided by number of mediations held times 100.

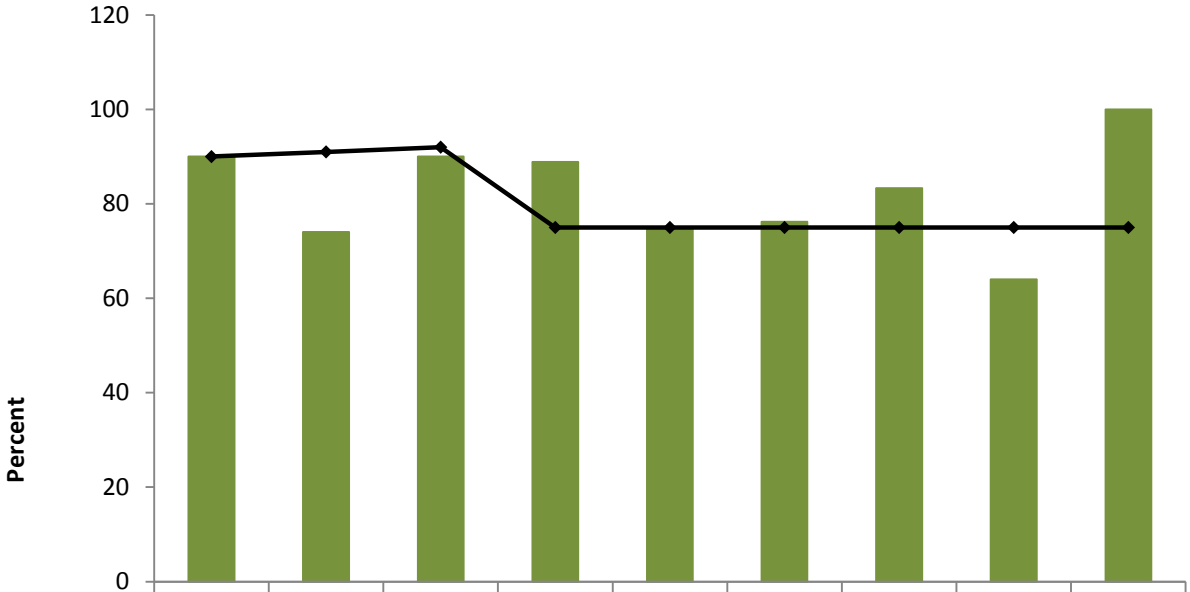
Measurable and Rigorous Target:

The percent of mediations held that resulted in mediation agreements is a performance indicator. Therefore, each state was allowed by OSEP to set its own target from baseline data. The SEA, with input from stakeholder groups, revised the target in FFY 2008 (2008-2009) to reflect a range, and OSEP accepted the target.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	**75% of mediations held will reach an agreement.**

Actual Target Data for FFY 2012 (2012-2013):

Figure B19.1 shows the State Education Agency's (SEA) baseline, actual target data, and measurable and rigorous target for each FFY through FFY 2012 (2012-2013), on the percent of mediations held that reached an agreement.



	FFY 2004 (2004-2005) (Baseline)	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	FFY 2007 (2007-2008)	FFY 2008 (2008-2009)	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)	FFY 2012 (2012-2013)
State	90.00	74.00	90.00	88.89	75.00	76.19	83.33	64.00	100
Target	90.00	91.00	92.00	75.00	75.00	75.00	75.00	75.00	75.00

Figure B19.1. Trend for Percent of Iowa Mediations Held that Resulted in Agreement. *Source. Iowa Department of Education Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2012 (2012-2013). Note: the targets were changed in the FFY 2008 (2008-2009) APR submitted to OSEP. The actual target range is 75%-85%; however, for graphing purposes the lower threshold was selected for display.*

As illustrated in Figure B19.1, the state's measurable and rigorous target of 75.00% was met for FFY 2012 (2012-2013).

Table B.19.1 summarizes the total number of mediation requests made, the number held, and the number of agreements reached between July 1, 2012, and June 30, 2013. Data for Indicator 19 are reflected in Section B of 618 Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B19.1
Mediations and Agreements Reached, FFY 2012 (2012-2013)

Due Process Description	Total Number
(2) Mediation Requests Received	17
(2.1) Mediations Held	12
(2.1a) Mediations Held Related to Due Process Complaints (i) Mediation Agreements Related to Due Process Complaints (3)	3
(2.1b) Mediations Held Not Related to Due Process Complaints (i) Mediation Agreements Not Related to Due Process Complaints (9)	9
(2.2) Mediations Pending	0
(2.3) Mediations withdrawn or not held	5
Measurement = Percent = [(2.1(a) (i) + 2.1(b)(i)) divided by (2.1)] times 100. ((3+9)/12)*100	100%

Source. Iowa Department of Education Mediation Reports, FFY 2012 (2012-2013).

Discussion of Improvement Activities Completed and Explanation of Slippage That Occurred for FFY 2012 (2012-2013):

Completed activities for FFY2012 (2012-2013) are discussed in Table B19.3.

Table B19.3
Improvement Activities Proposed for FFY 2012 (2012-2013)

Improvement Activity	Measurable Outcomes
Provide Training/Professional Development. Develop and train a cadre of program consultants to serve as first responders to parent questions and concerns.	More timely responses to parent questions and concerns.
Evaluation. Revise evaluation instruments (surveys) to better assess the effectiveness of refined mediation practices, as current survey results continue to be stable and positive.	The SEA and mediators identified concerns within the mediation process which led to improvements in the effectiveness and ease of the process.
Evaluation. The SEA analyzed data collected through a three month follow-up survey of mediations with parents, AEAs and LEAs to determine whether the written agreements were being implemented.	The SEA identified this process as a major factor to ensuring that written agreements were being adhered to by the AEAs and districts. The data revealed that this process was beneficial in identifying lingering issues.
Provide Training/Professional Development. The SEA provided quarterly in-services to all mediators on State policies and procedures.	Quarterly in-services were held and were attended by the state mediators.
Provide Training/Professional Development. The SEA will provide introduction to mediation and other resolution options training for the new mediators. Slots will be extended to AEAs, LEAs, Parent Educator staff, and other parent training centers.	Participants will learn how to resolve differences and increase dispute resolution skills.

Discussion of Slippage That Occurred for FFY 2012 (2012-2013). Iowa met the target for Indicator B19 for FFY 2012 (2012-2013).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None

Part B State Annual Performance Report (APR) for FFY 2012 (2012-2013)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

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

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

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

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).

b. Accurate, including covering the correct year and following the correct measurement.

Data Source: State selected data sources, including data from State data system and SPP/APR

The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2012 **(2012-2013)**	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Actual Target Data for FFY 2012 (2012-2013):

In FFY 2012 (2012-2013), the SEA monitored the timeliness and accuracy of data collected and analyzed for 618 Data Tables and the FFY 2012 (2012-2013) Annual Performance Report through ongoing verification and validation reports as provided by Iowa's Information Management System (IMS). The SEA and AEA personnel conducted desk audits and selected on-site reviews of needed data.

SPP/APR Data - Indicator 20			
APR Indicator	**Valid and Reliable**	**Correct Calculation**	**Total**
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	**Timely Submission Points** - If the FFY 2012 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		43.00

618 Data - Indicator 20					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Data Note Requests**	**Total**
Table 1 - Child Count Due Date: 2/6/13	1	1	1	1	4
Table 2 - Personnel Due Date: 11/6/13	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/6/13	1	1	1	1	4
Table 4 - Exiting Due Date: 11/6/13	0	N/A	1	N/A	1
Table 5 - Discipline Due Date: 11/6/13	1	0	N/A	N/A	1
Table 6 - State Assessment Due Date: 12/19/13	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/7/13	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/13	1	1	N/A	N/A	2
				Subtotal	19
618 Score Calculation			**Grand Total** (Subtotal X 1.8695) =		35.52

Indicator #20 Calculation	
A. APR Grand Total	43.00
B. 618 Grand Total	35.52
C. APR Grand Total (A) + 618 Grand Total (B) =	78.52
Total N/A in APR	0
Total N/A in 618	3.739
Base	**82.26**
D. Subtotal (C divided by Base*) =	0.955
E. Indicator Score (Subtotal D x 100) =	95.45

Discussion of Improvement Activities Completed and Explanation of Slippage that occurred for FFY 2012 (2012-2013):

Discussion of Improvement Activities Completed in FFY 2012 (2012-2013). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Table B20.1
Improvement Activities Completed for FFY 2012 (2012-2013)

Improvement Activity	Measureable Outcomes
Improve Data Collection and Reporting. The SEA will implement a new Response to Intervention and Special Education data system.	Special education data will be more accurate and will be linked to RtI data. SEA staff will have more/better access to data. LEAs will have more access to use data in the classroom.
Improve Data Collection and Reporting. The SEA implements a 4-step data verification process for data entry. 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. 2) The data entry system has built in checks for duplicate data or for correcting required fields being left blank 3) AEAs received verification reports on data. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit). 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.	IMS data are accurate.
Improve Data Collection and Reporting. Indicator leads and data analysts meet 1-3 times over the course of the FFY to ensure data are accurate.	Accurate data for analysis for all Indicators.
Improve Data Collection and Reporting. Data are sent to AEAs for verification and correction for Indicators B4, B7, B11 and B12.	Accurate data for analysis for all Indicators
Improve Data Collection and Reporting. OSEP analysis/next steps, measurement table, and APR checklist are used to write APR reports.	Required data elements included for each Indicator.
Improve Data Collection and Reporting. OSEP tables are checked against APR and State Report Card data, where applicable, for accuracy.	No Indicator using 618, State Report Card or other required data table (Indicators 16-19) had a measurement variance requiring explanation.
Provide Technical Assistance. The IMS staff work with AEA data entry staff to ensure consistent and accurate data entry.	Data generated from IMS are accurate
Improve Data Collection and Reporting. The SEA will develop a plan for implementing an audit of special education data systems.	The SEA data consultant has worked with a national group on data quality for IDEA. An audit plan is an anticipated outcome of the work for Iowa.

Explanation of Slippage That Occurred for FFY 2012 (2012-2013). Iowa attributes slippage on Indicator 20 for FFY 2012 (2012-2013) to new personnel learning the EdFacts submission system. The above issues with timely and accurate data have been corrected to the extent possible. Iowa now has multiple people in place for EdFacts submissions to ensure that timely and accurate data are submitted in the future.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-2013): None.