



Iowa B13

Quality Performance & Compliance

Presentation within NTACT Webinar Series: "Moving Beyond Compliance to Outcomes through Quality Implementation: Tools to Use". 11-10-16

Barbara Guy



We just need to make it compliant.

This is about compliance, not effective practice.

Phrases that Make Me Cringe



FAPE

LRE

Continuum of Services

Compliance is More than Procedural Documentation

What do you notice about our monitoring requirements?

The primary focus of the State's monitoring activities must be on--

(1) Improving educational results and functional outcomes for all children with disabilities; and

(2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

. . . . 300.600

The primary focus of the State's monitoring activities must be on--

(1) Improving educational results and functional outcomes for all children with disabilities; and

(2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that **are most closely related to improving educational results for children with disabilities.**

. . . . 300.600

The **primary focus** of the State's monitoring activities must be on--

(1) Improving educational results and functional outcomes for all children with disabilities; and

(2) Ensuring that public agencies meet the program requirements under Part B of the Act, **with a particular emphasis on those requirements** that are **most closely related to improving educational results** for children with disabilities.

Possibilities for Other Terms

SEA responsibility for general supervision. The state shall exercise general supervision over the implementation of Part B of the Act and this chapter

State Monitoring and Enforcement. State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in rule

General Supervision

In Iowa, we are approaching GS as:

- Duty to inform
- Duty to prevent
- Duty to inspect/detect
- Duty to correct

How does B13 fit into all of this?



Is this IEP reasonably calculated to provide FAPE?

Each of 6 Critical Elements must be present:

- Interests and preferences
- Transition assessments
- Post-secondary expectations for living, learning and working
- Course of study
- Goals
- Supports and Services

Elements must align

Ages 14+



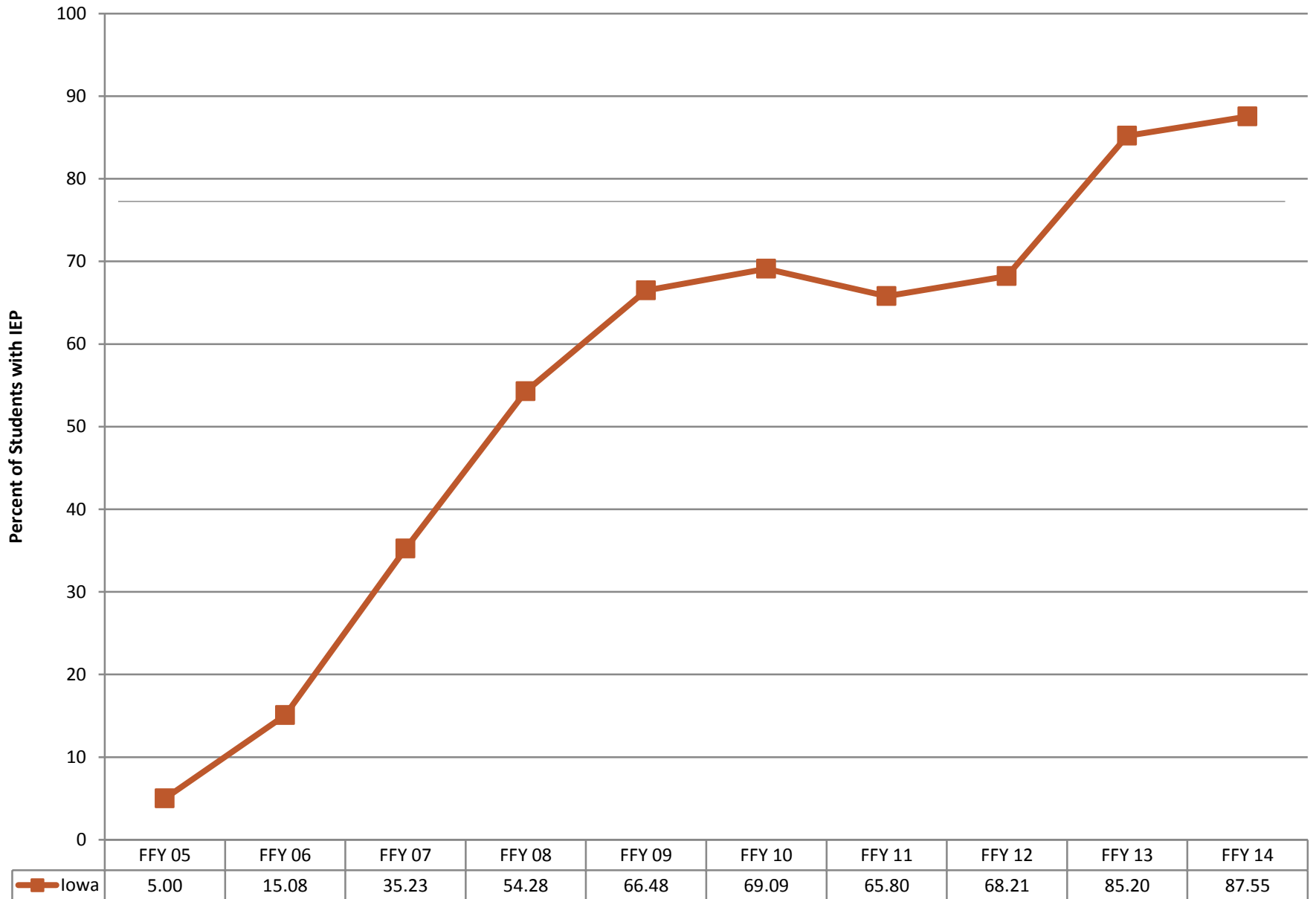
Previous Process & Status

5 Year Cycle

95% confidence- 10% margin of error

Data Collectors must be certified

Iowa's Indicator B13 Data



Observations on Current Process

5 year cycle may permit district slippage.

Systemic issues may not be identified.

Cannot compare across districts.

Does not take into account results data (e.g., graduation)

Revised Procedures

1. No change in measurement (6 Critical Elements)
2. 4 Year Cycle (or 3 Year cycle depending on how you count)
 - Every district in Year 1.
 - Based on data, districts assigned to one of 3 Tiers.
 - Universal Tier would not collect B13 data again, until every district must.
 - Districts in Targeted and Intensive Tiers must collect data for Years 2 and 3.
 - All districts participate in the following year and cohorts are reassigned.

Comparing the 2 Processes

Previous Process

5 year cycle may permit district slippage.

Systemic issues may not be identified.

Cannot compare across districts.

Does not take into account results data (e.g., graduation)

New Process

Districts not at threshold levels collect data every year

Tiered levels will have multiple supports

All districts every 3 years permits comparisons

Tiered supports will include analysis of student outcomes and systemic issues of delivery.