

Annual Performance Report FFY 2007

Alaska Department of Education
& Early Development



Submitted to the Office of Special Education Programs
US Department of Education

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Overview of Alaska's Annual Performance Report

The development of the Alaska Annual Performance Report (AK-APR) is a culmination of many efforts beginning with the broad stakeholder involvement initiated with the Continuous Improvement Monitoring Process (CIMP), and continuing through the state's Annual Performance Report (APR). The contributions of the Part B stakeholders continue to be vital and necessary for the completion of this work initiated by the Alaska State Education Agency.

Several agencies continue to be integral to the Alaska Part B effort to include and utilize stakeholder involvement. These critical agencies have been the Education Committee of the Governor's Council on Disabilities and Special Education (GCDSE) which serves as the State Advisory Panel, the Center of Human Development, LINKS and Stone Soup Group (Alaska parent information centers), and Alaska Special Education Services Agency – SESA. Also critical in the effort to involve and facilitate Alaska's public meetings and the processes involved in these meetings was the work and input of the Western Regional Resource Center-TACS. Alaska utilized the professional and technical skills of several National organizations that deserve some credit along with our stakeholders. Through this long process, beginning with the CIMP and culminating in the SPP and APR, the following organizations have been very helpful to our state in providing technical assistance: National Association of State Directors of Special Education - NASDE, National Center for Education Outcomes – NCEO, National Center on Secondary Education and Transitions – NCSET, National Center for Culturally Responsive Education Systems – NcCREST, National Early Childhood Technical Assistance Center – NECTAC, National Center of Special Education & Accountability Monitoring (NCSEAM now DAC), National Post Outcome Center, OSEP and particularly the **Western Regional Resource Center TAC**.

Input regarding the Part B SPP and APR was reviewed and received from the Education Committee of the Governors Council on Disabilities and Special Education, which, as stated, serves as the Special Education Advisory Panel. The Department will also provide the results of the APR at our annual Special Education Director Conference in the fall and at the Annual Alaska Statewide Special Education Conference in Feb. Input into this process will continue to be developed and included into ongoing meetings with stakeholders. Many Stakeholder meetings have been held throughout the year. Review of the APR and now the SPP will be a part of the annual meetings.

The State of Alaska will be reporting results to the public in several different ways. A stakeholder group was brought together to look at the district results and determine the criteria for setting district designations. This group will be brought back together to review the criteria again as soon as possible after the submission of this report. A copy of each districts Special Education District Data Profile can be found on our website at www.eed.state.ak.us/tls/sped/ . Each district will also receive a letter informing them of their performance on the indicators.

The Alaska Department of Education and Early Development (EED) will make the SPP available on the EED website. EED will also provide a notice to the public through the department website at www.eed.state.ak.us as well as send it out on an identified list serve service.

Issues Identified in OSEP's June 16, 2008 SPP/APR Response Table for Alaska:

In June 2008, the U.S. Office of Special Education Programs (OSEP) sent correspondence to AKEED acknowledging the state's submission of its FFY 2006 SPP/APR. Attached to the correspondence a response table addressing issues identified by OSEP that required information to be submitted in Alaska's FFY 2007 SPP/APR submission. Alaska has taken the necessary steps to address the issues identified, as summarized below.

Indicator 1 (Graduation Rates): No action required.

Indicator 2 (Dropout Rates): No action required.

Indicator 3 (Participation and Performance on Statewide Assessments): No action required.

Indicator 4a (Suspension and Expulsion Rates):

Action Required: In reporting on this indicator in the FFY 2007 APR, due February 1, 2009, the State must describe the results of the State's examination of data from FFY 2007 (2007-2008).

Addressed: The results of AKEED's examination of data from FFY 2007 (2007-2008) are included in Indicator 4a.

Indicator 5 (LRE for Students Aged 6-21): No action required.

Indicator 6 (LRE for Students Aged 3-5): No action required.

Indicator 7 (Early Childhood Outcomes):

Action Required: The State must provide progress data with the FFY 2007 APR, due February 1, 2009

Addressed: AKEED provided progress data in Indicator 7.

Indicator 8 (Parent Involvement): No action required.

Indicator 9 (Disproportionate Representation in Special Education that is the Result of Inappropriate Identification): No action required.

Indicator 10 (Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification): No action required.

Indicator 11 (Initial Evaluation Timeline):

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

Addressed: As directed, AKEED reviewed and revised its improvement activities for this indicator. Those revisions are included in Indicator 11. AKEED's data demonstrating 94.8% compliance with the timely evaluations requirements as well as correction of six of six findings of noncompliance with these requirements identified in FFY 2006 are also included in Indicator 11.

Indicator 12 (Part C to Part B Transition—IEPs by Third Birthday):

Action Required: The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the early childhood transition requirements in 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Addressed: As directed, AKEED reviewed and revised its improvement activities for this indicator. Those revisions are included in Indicator 12. AKEED's data demonstrating 86.6% compliance with the early childhood transition requirements as well as correction of 12 of 12 findings of noncompliance identified in FFY 2006 with these requirements are also included in Indicator 12.

Indicator 13 (Annual Goals and Transition Services):

Action Required: Report State data demonstrating that it is in compliance with the secondary transition requirements in 34 CFR §300.320(b), including correction of the noncompliance identified in the FFY 2006 APR.

Addressed: AKEED's data demonstrating 98.7% compliance with the secondary transition requirements as well as correction of 16 of 15 findings of noncompliance identified in FFY 2006 with these requirements are included in Indicator 13.

Indicator 14 (Post-School Outcomes): No action required.

Indicator 15 (Correction of Noncompliance in One Year):

Action Required: Report State data demonstrating that the State timely corrected noncompliance identified in FFY 2006 (2006-2007) under this indicator in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600. In addition, in responding to Indicators 11, 12 and 13, the State must specifically identify and address the noncompliance identified in this table under those indicators.

Addressed: AKEED's data demonstrating that the State timely corrected 99.9% of noncompliance identified in FFY 2006 and subsequently corrected 100% of noncompliance are included in Indicator 15. In addition, in Indicators 11, 12, and 13 AKEED addressed

the noncompliance identified under those indicators.

Indicator 16 (Complaint Timelines): No action required.

Indicator 17 (Due Process Hearing Timelines): No action required.

Indicator 18 (Resolution Session Agreements): No action required.

Indicator 19 (Mediation Session Agreements): No action required.

Indicator 20 (Timely and Accurate Data):

Action Required: Report State data demonstrating that it is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

Addressed: AKEED's data demonstrating 97.8% compliance with the timely and accurate data requirements are included in Indicator 20.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

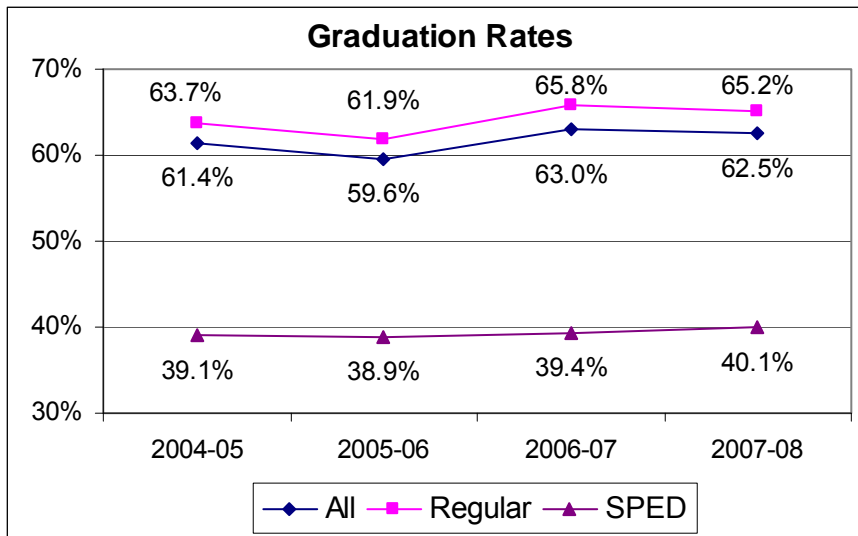
Measurement:

The data used to generate the graduation rate is the same for all students, whether they are on an IEP or not. The data is obtained from the Department's student – level database (OASIS) and is collected at the conclusion of each school year. The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine, three school years prior; plus the number of unduplicated dropouts in grade ten, two school years prior; plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

Applied: $(532 + 391 + 125 + 114 + 106 + 59) = 1327$
 $532/1327 = 40.1\%$

| FFY | Baseline | Target | Actual |
|-----------|----------|--------|--------|
| 2004-2005 | 39.1 % | | |
| 2005-2006 | | 40.1 % | 38.9 % |
| 2006-2007 | | 42.1 % | 39.4% |
| 2007-2008 | | 44.1 % | 40.1 % |

Actual Target Data for (FFY 06):



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY07:

The State of Alaska has a High Stakes Test, the High School Graduation Qualifying Exam (HSGQE). This test has impacted the graduation and dropout rates for all students in Alaska. For students to graduate with a diploma they need to pass all three parts of the HSGQE in reading, writing, and math as well as meet their district's graduation requirements.

The State of Alaska showed a slight increase of .7% from the FFY 06 APR. We have not reached our target, but we feel that we are on the right track to reaching it. In looking at our district numbers 29 out of 54 districts did meet or surpass the target. It is Alaska's goal that students graduate from high school with a diploma.

Improvement Activities Completed in FFY 2005-2007

| |
|--|
| 5. A new state regulation 4 AAC 06.076 has been put in place that allows students to come back to school (until legal school age) if they get a certificate of attendance, or complete the required coursework but have not received a diploma. |
| 7. Alaska Staff Development Network is offering a web-based course called " Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12 ". The course will emphasize best practices for increasing the graduation rate of all students, with a focus on effective strategies for Native students. It is designed for elementary and secondary teachers/administrators school and district teams and individual educators. The course will feature eight, two-hour webcasts with nationally recognized presenters, authors, and practitioners. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 1 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|---|---|---------------------------------|
| 1. The SEA & LEAs are continually striving, through public service announcements, to motivate students to graduate from high school. | Ongoing | Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 2. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Ongoing Fall & Winter | Title VI-B & 619 Administrative Discretionary Funding | Continuing IDEA & NCLB Conf. |
| 3. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved graduation rates. | Ongoing Monthly- Ed. Committee, Annual- SEAP. | Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 4. A statewide initiative is being looked at to help improve our graduation rates. | Current | Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 6. During our Statewide Special Education Directors Conference, all districts were provided with technical assistance materials for this indicator. | Ongoing Fall & Winter | Discretionary, Administrative, and VI-B Funding | Continuing IDEA & NCLB Conf. |

| | | | |
|---|------------|---|------------|
| 8. The Department has developed on line technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
|---|------------|---|------------|

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07
[If applicable]

1. Added SEA improvement activity 8 to APR and SPP.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

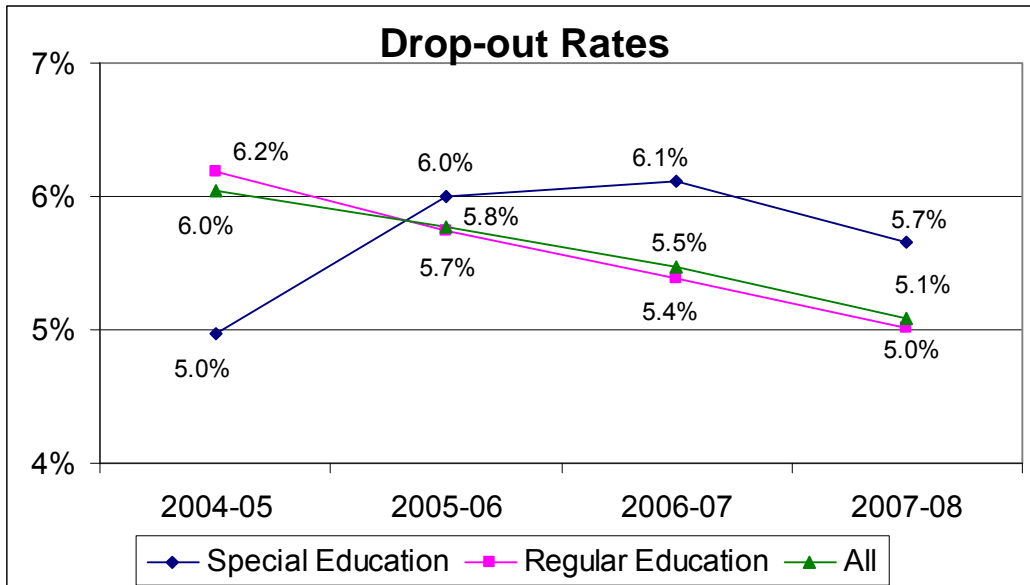
Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.
 The dropout rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning on July 1 and ending June 30.
Applied: $412/7274=5.7\%$

| FFY | Baseline | Target | Actual |
|-----------|----------|--------|--------|
| 2004-2005 | 5.0 % | | |
| 2005-2006 | | 4.7 % | 6.0 % |
| 2006-2007 | | 4.5 % | 6.1 % |
| 2007-2008 | | 4.3 % | 5.7% |

Actual Target Data for FFY 07:



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 07:

Alaska did not meet its target for this indicator by 1.4 %, and the dropout rate **decreased** by .4% from last year. Alaska’s goal is to meet the targets we have set. In looking at our district data, 29 out of 54 school districts did not meet the target. Eighteen of those districts had 5 or less students dropout and in small populations that will cause high percentages. As discussed under Indicator 1, the state of Alaska’s High Stakes Test, the High School Graduation Qualifying Exam (HSGQE) has impacted the dropout rates for all students in Alaska. No specific district seems to be driving our state numbers. It seems to be a systemic problem across all school districts for our state.

Improvement Activities Completed in FFY 2005-2007

5. The Department provided a one day training session for all districts having to submit data for this SPP submission.

Status of APR Improvement Activities /Timelines/Resources for Indicator 2 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|--|---|------------|
| 1. The SEA and LEAs are using a broad base of “Motivational Messages” to try to keep students in school. These messages are delivered through a variety of public service announcements. | Ongoing | Discretionary and VI-B Funding | Continuing |
| 2. The SEA and LEAs are also using training and strategies presented and promoted by the National Dropout Prevention Center for Students with Disabilities. | Ongoing | Materials available through National Dropout Prevention Center. | Continuing |
| 3. One of the trainings being used in our state is <u>Why Try</u> , which is a new approach to incorporating visual and auditory strengths into a social skills curriculum to help students feel better about themselves and their performance in the school setting. | Ongoing | Discretionary and VI-B Funding. LEAs contract separately. | Continuing |
| 4. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved dropout rates. | Monthly- Ed. Committee, Annual- SEAP. | Discretionary Funding | Continuing |
| 6. EED supports the Alaska ChalleNGe Program (operated by the Alaska Military Youth Academy Division). This program is for students who are at risk for dropping out of high school. The Alaska Military Youth Academy's ChalleNGe Program is designed to meet the life coping skills and educational needs of 16 to 19 year old Alaskans who will not turn 20 prior to graduation. The Youth ChalleNGe program is a 22 week residential school based on the traditional military training model. Cadets are instructed in the following areas: Life Coping Skills, Educational Excellence, Skills Training, Responsible Citizenship, Leadership/Followership, Health & Hygiene, Physical Fitness, and Service to the Community. In addition to these skills, cadets work toward the completion of a GED or high school diploma. | Ongoing | General Funds | Continuing |

| | | | |
|---|--------------------------|--|--|
| 7. During our statewide Special Education Directors' Conference, all districts were provided with technical assistance materials for this indicator. | Ongoing Fall & Winter | Discretionary, Administrative, and VI-B Funding | Continuing IDEA & NCLB Conf. |
| 8. There is a statewide initiative for districts to implement district wide Response to Instruction. This will provide a greater level of individualized support which may significantly impact the dropout rate overall. | Ongoing Fall & Winter | VI B, 619 Discretionary funding | Continuing IDEA & NCLB Conf. |
| 9. EED initiated a planning group to review and recommend School wide and community wide Positive Behavior Supports to help improve the dropout rates in our state. | Ongoing Fall & Winter | VI B, 619 Discretionary funding | Continuing IDEA & NCLB Conf. Revised |
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 11. A statewide initiative is being looked at to help improve our dropout rates. | New Current | Title VI-B & 619 Administrative Discretionary Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 07
[If applicable]

1. Added SEA improvement activities 10-11 to APR and SPP.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.

Applied: 17/35=48.6%

- B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
- c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

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

Overall Percent = $[(b + c + d + e) \div (a)]$.

Applied: Reading (1715+6738+0+471)/9148=97.6%

Math (1734+6732+0+472)/9148=97.7%

- C. Proficiency rate =

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

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

Overall Percent = $[(b + c + d + e) \div (a)]$.

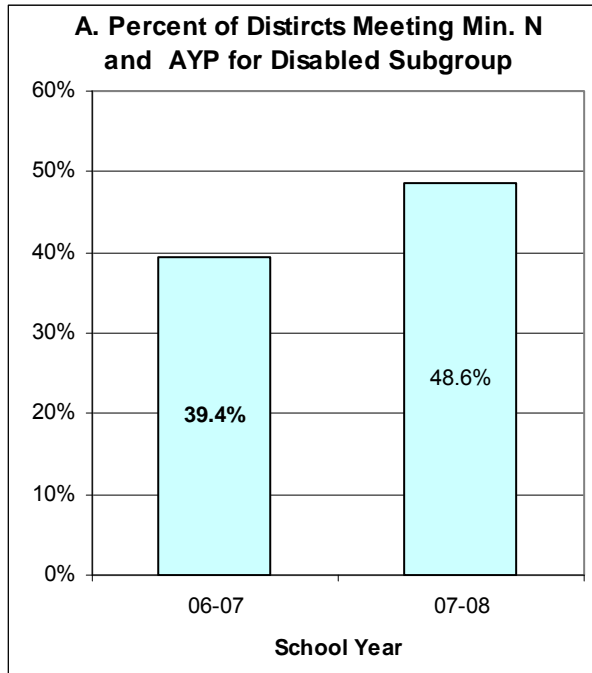
Applied: Reading (1144+2714+0+198)/9148=44.3%

Math (999+2144+0+248)/9148=37.1%

All State Assessment information data can be found at www.eed.state.ak.us/tls/assessment.

A – Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|-----------------|---------------|---------------|
| 2004 (04-05) | 14.3 % | | |
| 2005 (05-06) | | 17.3 % | 18.2 % |
| 2006 (06-07) | | 20.3 % | 39.4 % |
| 2007 (07-08) | | 23.3 % | 48.6 % |

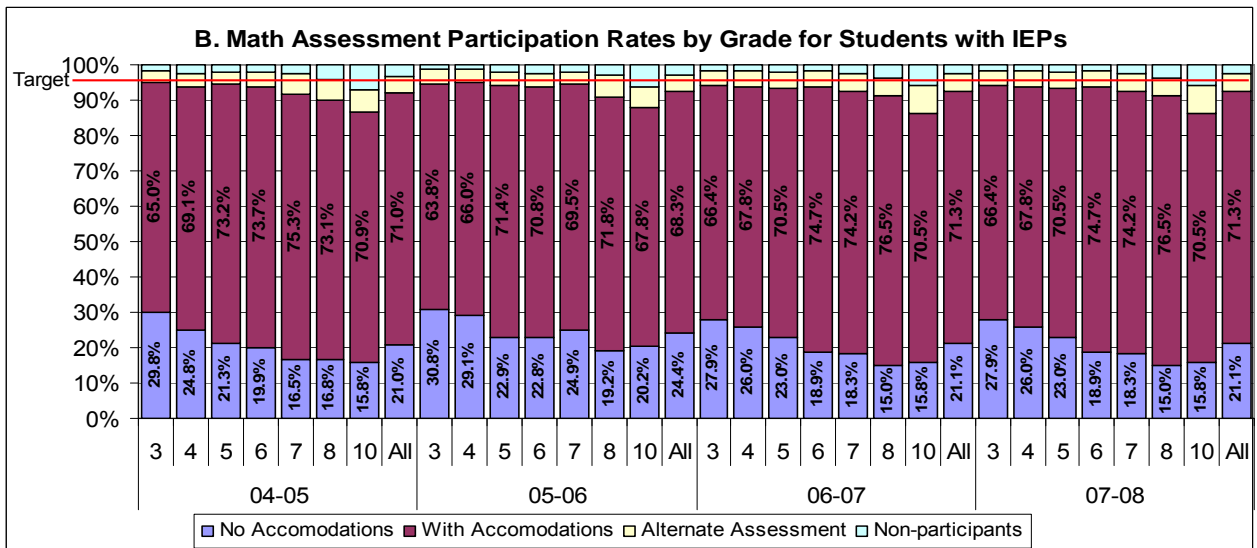
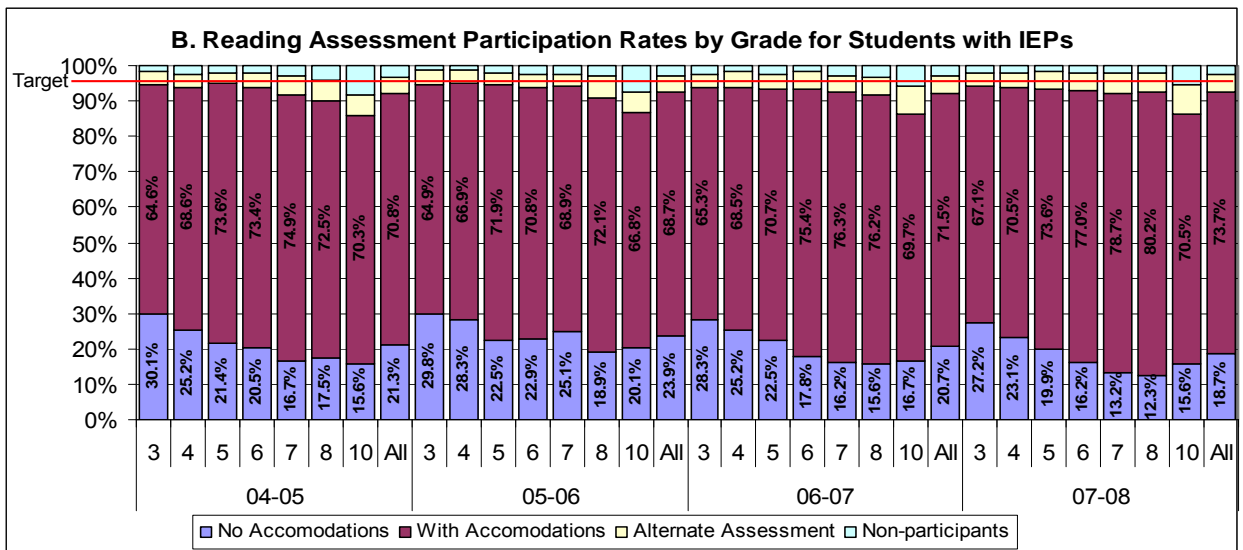


Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has met its target in this area. For FFY 2007 the minimum N changed due to federal requirements (negotiation in our accountability workbook). There are now two minimum N: > 20 for students with disabilities enrolled for calculating Participation, > 25 for students with disabilities who were Full Academic Year (FAY) for calculating Performance.

B Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|-----------------------------|--------|-------------------------------|
| 2004 (04-05) | Reading 97 % Math 97.1 % | | |
| 2005 (05-06) | | 95 % | Reading 97.1 % Math 97.2 % |
| 2006 (06-07) | | 95.2 % | Reading 97.2 % Math 97.4 % |
| 2007 (07-08) | | 95.4 % | Reading 97.6 % Math 97.7 % |



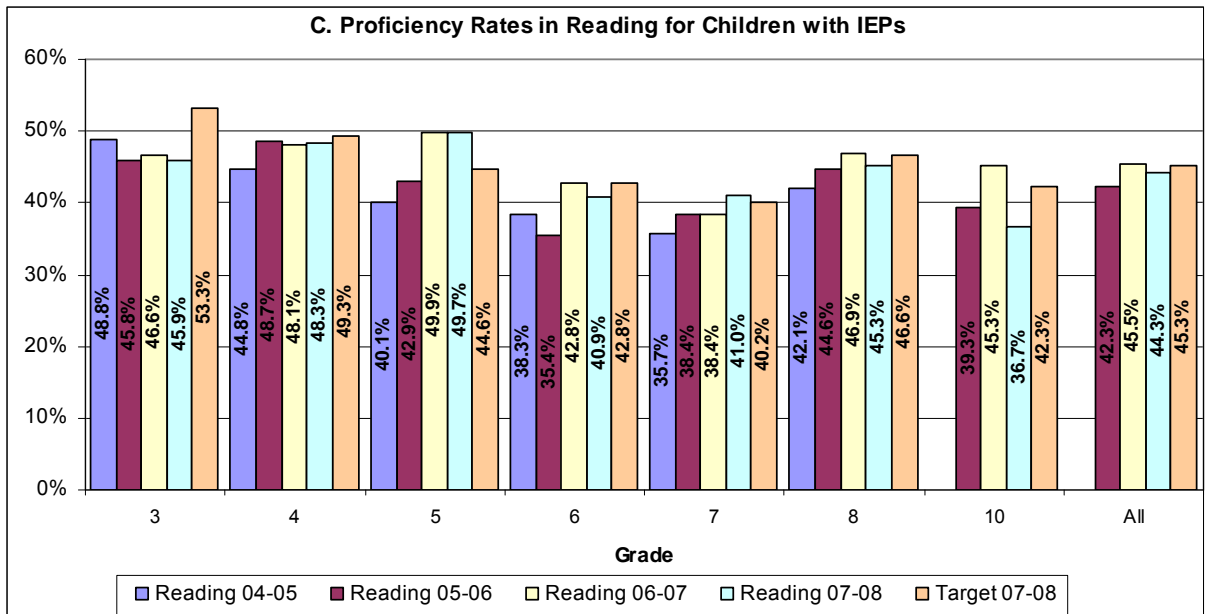
Explanation of Progress or Slippage that occurred for (FFY 07):

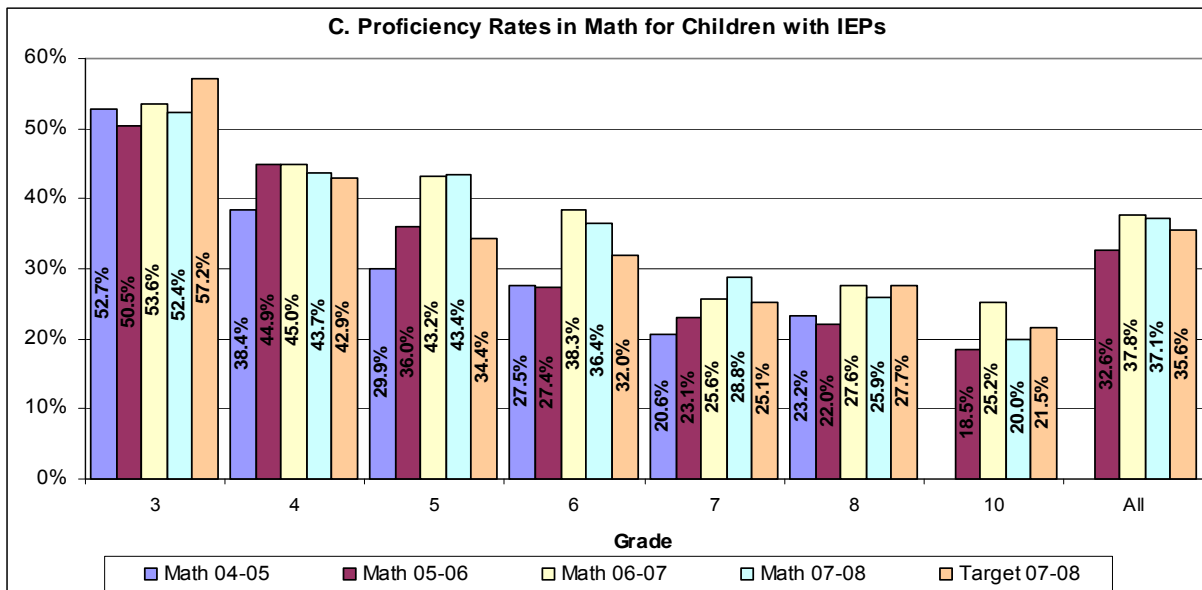
The State of Alaska has exceeded this target for the last several years and will continue to maintain at least 95 %. The actual percentages for participation rate were 97.6% in reading and 97.7% in math.

C Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| Reading | Year and Measurement | | | | | | |
|---------|----------------------|------------------|--------|------------------|--------|------------------|--------|
| | FFY 2004 (04-05) | FFY 2005 (05-06) | | FFY 2006 (06-07) | | FFY 2007 (07-08) | |
| Grade | Baseline | Actual | Target | Actual | Target | Actual | Target |
| 3 | 48.8% | 45.8% | 50.3% | 46.6% | 51.8% | 45.9% | 53.3% |
| 4 | 44.8% | 48.7% | 46.3% | 48.1% | 47.8% | 48.3% | 49.3% |
| 5 | 40.1% | 42.9% | 41.6% | 49.9% | 43.1% | 49.7% | 44.6% |
| 6 | 38.3% | 35.4% | 39.8% | 42.8% | 41.3% | 40.9% | 42.8% |
| 7 | 35.7% | 38.4% | 37.2% | 38.4% | 38.7% | 41% | 40.2% |
| 8 | 42.1% | 44.6% | 43.6% | 46.9% | 45.1% | 45.3% | 46.6% |
| 10 | | 39.3% | 28.0% | 45.3% | 40.8% | 36.7% | 42.3% |
| All | | 42.3% | | 45.5% | 43.8% | 44.3% | 45.3% |

| Math | Year and Measurement | | | | | | |
|-------|----------------------|------------------|--------|------------------|--------|------------------|--------|
| | FFY 2004 (04-05) | FFY 2005 (05-06) | | FFY 2006 (06-07) | | FFY 2007 (07-08) | |
| Grade | Baseline | Actual | Target | Actual | Target | Actual | Target |
| 3 | 52.7% | 50.5% | 54.2% | 53.6% | 55.7% | 52.4% | 57.2% |
| 4 | 38.4% | 44.9% | 39.9% | 45.0% | 41.4% | 43.7% | 42.9% |
| 5 | 29.9% | 36.0% | 31.4% | 43.2% | 32.9% | 43.4% | 34.4% |
| 6 | 27.5% | 27.4% | 29.0% | 38.3% | 30.5% | 36.4% | 32.0% |
| 7 | 20.6% | 23.1% | 22.1% | 25.6% | 23.6% | 28.8% | 25.1% |
| 8 | 23.2% | 22.0% | 24.7% | 27.6% | 26.2% | 25.9% | 27.7% |
| 10 | | 18.5% | 29.9% | 25.2% | 20.0% | 20.0% | 21.5% |
| All | | | | 37.8% | 34.1% | 37.1% | 35.6% |





Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has met its reading targets in grades 5 and 7. Five grades did not reach the target. In grade 3, we did not reach our target by 7.4%, and showed a slippage from last year by .7%. In grade 4, we did not reach our target by 1%, but we have increased our percentage by .2% over last year. In grade 6, we did not reach our target by 1.9%, and we have showed a slippage from last year by 1.9%. In grade 8, we did not reach our target by 1.3%, and have showed a slippage from last year by 1.6%. In grade 10, we did not reach our target by 5.6%, and have showed a slippage from last year by 8.6%. In our overall average, we did not reach our target by 1%, we have showed a slippage from last year by 1.2%. The data shows that we are working toward making progress, and we hope to reach our targets next year. The State of Alaska is working very hard to improve the reading proficiency of students with disabilities. We showed more slippage this year, but our goal is to achieve the targets we have set for next year.

The State of Alaska has met its math targets in grades 4, 5, 6, 7, and for the overall average of all grade levels. Special education also showed an improvement across the grade levels in math. In grade 3, special education did not meet its target by 4.8 %, and we have showed a slippage from last year by 1.2%. In grade 8, special education did not meet its target by 1.8 %, and we showed a slippage from last year by 1.7%. In grade 10, special education did not meet its target by 1.5 %, and we showed a slippage from last year by 5.2%. The data shows that we are working toward making progress, and we hope to reach our targets next year. The State of Alaska is working very hard to improve the math proficiency of students with disabilities. We showed more slippage this year, but our goal is to achieve the targets we have set for next year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 07:

The State of Alaska is very pleased to report that we have met our overall target in math. We have only missed reaching our overall target in reading by 1%. The target for reading was 45.3%, and our actual percentage was 44.3%. The target for math was 35.6%, and our actual percentage was 37.1%.

Improvement Activities Completed in FFY 2005-2007

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| 1. A Reliability and Validity Study was done on our current Alternate Assessment. One of the results of that study was to design and develop a "new" Alternate Assessment for 05-06. |
| 12. Phase 3-Regional Trainings for Teachers (Overview of new Alternate Assessment for teachers who will be trained by mentors later) Juneau-35, Anchorage-75, Fairbanks-75 EED pays for 1 person per district, more may come 53x\$1000=53,000 |

Status of APR Improvement Activities /Timelines/Resources for Indicator 3 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|---|---|---|
| 2. The Special Education Unit at the Department provides technical assistance to the Assessment Unit at the Department. | Ongoing | 1 FTE manager and 1 FTE in kind | Continuing |
| 3. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Ongoing- Annual Fall & Winter | Special Education Directors' Conference ASSEC Conference Discretionary Funding | Directors' conference in September 2008. ASSEC in February 2008. Revised |
| 4. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved assessment results. | Monthly for Ed Committee. Annual for SEAP. | Discretionary Funding Ed Committee SEAP | Continuing |
| Professional Development Training Activities | | | |
| 5. The Alaska State Special Education Conference provided training to teachers on the Extended GLEs, and this instruction aligns with the Alternate Assessment Test. | Ongoing | Special Education Directors' Conference ASSEC Conference Discretionary Funding | Completed. Directors' Conference in September 2008. ASSEC in February 2008. Revised |
| 6. The state provides training on the Alternate Assessment. Annual updates, review of eligibility criteria, overview of the alternate assessment, overview of the mentor program for training district personnel in test administration. | Ongoing- Annual | Special Education Directors' Conference Discretionary Funding | Continuing 2008 Revised |
| 7. At our annual No Child Left Behind Conference, EED provides a stipend for a special education and regular education teacher to attend the conference together from each district. Presentations centered around analysis of data, understanding the students program, and appropriate use of accommodations, including determining what are appropriate accommodations. | Ongoing- Annual Winter | No Child Left Behind Conference SIG Grant, Discretionary VIB & 619 Funding | NCLB Conference was held in January 2008. |
| 8. The Department monitors each district's administrative policies to ensure they are in compliance. Onsite monitoring activities promote inclusive settings. As a regular monitoring activity, the | Ongoing | EED 3 FTEs Discretionary and Administrative Funds | Twelve - Fifteen districts are monitored each year. |

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| monitoring team looks at student monitoring standards in the individual IEPs being monitored. | | | |
| 9. EED developed and implemented a new Alternate Assessment in 2007, and we provided training to districts on this assessment. | Annual, Fall | Assessment, Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 10. New Mentor Training-Orientation to the Alternate Assessment, student eligibility criteria, overview of online training, and training in a computer lab to acquire initial proficiencies in test administration. | Annual, Fall | Assessment, Title VI-B & 619 Administrative Discretionary Funding | Continuing Revised |
| 11. Annual Mentor Training - The training consists of educating mentors on eligibility criteria, test security, test administration procedures and rules, policy and guidance, timelines, review of administration and training manuals, training of district personnel, providing access to the lowest functioning students, and training in appropriate accommodations. | Annual | Assessment, Title VI-B & 619 Administrative Discretionary Funding \$41,000 | Continuing 2008 September-2 days, 50 mentors Revised |
| 13. The Department is developing an online e-learning for how to develop an IEP which includes determining the type of assessment. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 14. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 15. Alternate Assessment Expanded Levels of Support Committee consisting of Alternate Assessment mentors and content experts to develop content standards for the lowest functioning students in order to provide better curriculum access and guidance to the test vendor for developing accessible test items. | New October 2008 | Assessment, Title VI-B & 619 Administrative Discretionary Funding | Continuing |

| | | | |
|---|--------------------------|--|----------------------|
| 16. Alternate Assessment Content and bias review of new test items by content experts, special educators and other stakeholders. | New January 2009 | Assessment, Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 17. Alternate Assessment reliability and validity studies and statistical analysis as well as program evaluations are conducted annually and presented in the technical report. | New Fall 2008 | Assessment, Title VI-B & 619 Administrative Discretionary Funding Dillard Research Associates | Annually |
| 18. Professional Development Training on selecting, administering, and evaluating appropriate accommodations for students with disabilities. | New February 2009 | Assessment, Title VI-B & 619 Administrative Discretionary Funding | February 2009 |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 07

1. Added SEA improvement activities 13-18 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

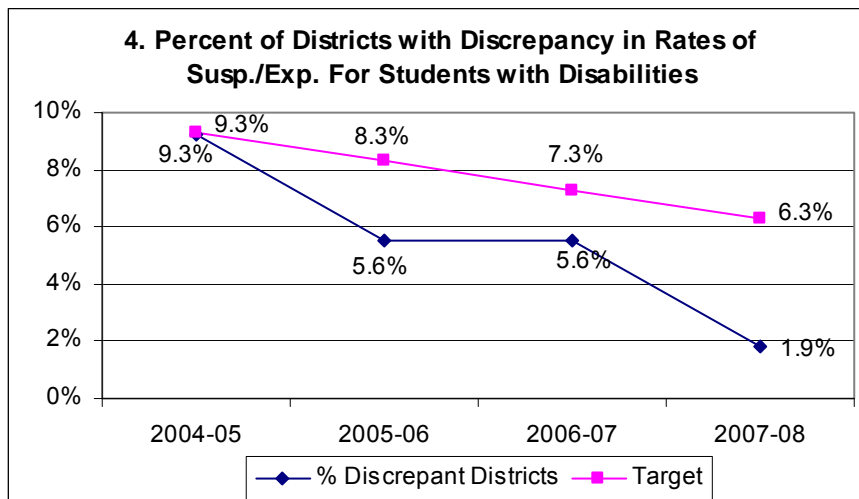
- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

Significant Discrepancy is defined as 1% point or more above the 2004-05 state average of 1.6% for special education students (i.e., the baseline).

Applied: $(1/54) * 100 = 1.9\%$

A. Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 9.3 % | | |
| 2005 (05-06) | | 8.3 % | 5.6 % |
| 2006 (06-07) | | 7.3 % | 5.6 % |
| 2007 (07-08) | | 6.3 % | 1.9 % |



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has met its target on this indicator. The state had 1 discrepant school district this reporting period. That district was also reported last year. Based on the FFY 2007 data, Alaska again reviewed and, when appropriate, revised (or required the affected district to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures, and practices comply with regulations. This district was required to bring in documentation/information to the department on each of the students that were suspended

for 10 or more days. District #36 and EED reviewed information for seven students. All policies and procedures were in place and five of the files contained the required Manifestation, FBA, and BIP documents for each student. The district determined thru the manifestation process, that the suspension for one student was due to the district not implementing the IEP & BIP. The district then provided appropriate IEP, BIP, and compensatory services to this student. The file that did not have a manifestation was due to communication issues from one village to another. The receiving school was not aware of previous suspension and was not aware that the student had reached the 10 days; therefore, they did not do a manifestation. EED made a finding of noncompliance in the district. The district was put on a plan of improvement and has since put in policies, practices and procedures to ensure this problem does not happen again. Therefore no further action is necessary all findings have been corrected.

The State of Alaska maintains a web-based database system that collects this information for regular and special education students. Annually, the State of Alaska examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long term suspensions and expulsions of children with disabilities. If discrepancies are occurring, Alaska reviews and if appropriate, revises (or requires the affected district to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures, and practices comply with regulations. This has been completed for the FFY 05, FFY 06, and FFY07 APRs.

Correction of identified non compliance for FFY 06:

| # Of Districts with Significant Discrepancy in FFY 06 | # Of Districts where Review Resulted in Noncompliance in FFY 06 | # of Districts where Noncompliance Identified in FFY 06 was Verified as Corrected within One Year |
|---|---|---|
| 3 | 0 | NA |

Improvement Activities Completed in FFY 2005-2007

None at this time

Status of APR Improvement Activities /Timelines/Resources for Indicator 4 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|-----------------------------|---|------------|
| 1. EED currently reviews all districts' suspensions, expulsions, and trancies on an annual basis and uses this information in a variety of ways. | Ongoing Annual Summer | .5 FTE, VI-B & 619 Funding | Continuing |
| 2. This information is made available to the public to respond to any inquiries about the safety of individual schools or on a more holistic level. | Ongoing Annual Winter | NCLB, Title VI-B & 619 Administrative Discretionary Funding | Continuing |
| 3. This information is used by districts to determine school safety, equity, and Title IV program needs. | Ongoing/ Continuous | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 4. EED directs districts (through its websites and individual technical support) to the US Dept. of Education approved exemplary and promising programs, which are intended to address drug and violence concerns, and to SAMHSA's promising, effective, and model programs for effective | Ongoing | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |

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| substance abuse prevention and improved mental health. | | | |
| 5. Many of these programs focus on the promotion of social skills and positive school climate. | Current | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 6. EED provides multiple statewide audio conferences each year about the Suspensions, Expulsions, and Truancies database to ensure districts understand all reporting requirements. (These have been including highlights on the new reporting requirements born out of the Reauthorization of IDEA). | Ongoing Annual Fall | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 8. The audio conferences explores all of the different ways districts can review and interpret their data to measure the impact of their programming in given years and across years. | Current Annual Fall | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 9. EED also uses the data system to determine if Alaska has any schools meeting the criteria of "Persistently Dangerous" and if action is necessary to support these schools. | Ongoing Annual Summer | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 10. Alaska has never had a school reach "Persistently Dangerous" status, or had a school emerge as "At Risk for Persistently Dangerous" status. | Current Annual Summer | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 11. EED uses the database to compile and report data to the U.S. Department of Education for the NCLB Consolidated Performance Report, and for the Gun-Free Report. | Current Annual Summer | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 12. EED is using the database to respond to new legislation pertaining to bullying, harassment, and intimidation in Alaska schools. All Alaska schools will soon be required to report all bullying, harassment, and intimidation resulting in suspension or expulsion to EED and to develop district policies to specifically address these issues. | Current Annual Summer | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 13. Data on these topics will be used to update the legislature each year on the status of school climate and safety. | Current Winter | NCLB, VI-B & 619, Administrative Discretionary Funding | Continuing |
| 14. The Positive Behavior Support team has been doing training with several school districts (9-12). To date, 27 school districts have completely | Ongoing | VI-B & 619 Funding | Continuing Revised |

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|---|-----------------------------------|--|---|
| implemented the Positive Behavioral Support model school wide. | | | |
| 15. The focus of the grant is to develop school wide Positive Behavioral Support models, rather than individual models. | Current | Discretionary, and Administrative funds. | Continuing |
| 16. The SEA believes that school wide use of Positive Behavior Support will enhance inclusive practices within the school setting as well as reduce the number of discipline referrals and incidences of suspensions and expulsions. | Continuous and ongoing | Grant to Stone Soup Group for statewide training on PBS, VI-B & 619 Funding of \$100,000. | Continuing |
| 17. EED contracted with Skillsoft to host current modules and EdgePoint to develop a series of E-Learning Modules. EED developed one specific module to teach about positive behavior supports. The Supporting Positive Student Behavior module focuses on appreciating the positive outcomes of a school wide positive behavior support program. Currently, there are 62 learners who completed the Supporting Positive Student Behavior module in FY 08. There were 3002 registered E-learning Modules users in FY 08 and this number continues to grow. These modules have proven to be very popular among parents and educators throughout the state. | Ongoing/ Continuous | VI-B & 619 Funding | Continuing Revised |
| 18. The Department monitors each districts administrative policies and procedures relating to behavior to ensure they are in compliance. | Ongoing | 3 FTE, Discretionary, and Administrative funds. | Continuing Twelve - Fifteen districts are monitored each year. Revised |
| 20. As a regular monitoring activity, the monitoring team looks at student monitoring behavior standards in the individual IEPs being monitored. | Ongoing | 3 FTE, Discretionary, and Administrative funds. | Continuing Twelve - Fifteen districts are monitored each year. |
| 21. The state is implementing a school and community-wide Positive Behavior Support plan in collaboration with statewide RTI initiatives. Stakeholders included in this group are schools, community agencies, Dept. of Health & Social Services, and EED. | New Started Spring 2008 | NCLB, VI-B & 619 Administrative Discretionary Funding State Dept. Heath & Social Services Funding | Continuing |

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|---|------------------------------------|--|------------------|
| 22. The state is implementing an Early Childhood School program and Community-wide PBS plan. | New Started Fall 2008 | NCLB, VI-B & 619 Administrative Discretionary Funding Part C Funding Head Start Funding | Continuing |
| 23. The Office of Head Start innovation and improvement grant is used to develop regional TA providers within the head start system in Alaska to implement the three tier PBS model. | New Started Fall 2008 | Federal Head Start Grant | Continuing |
| 24. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | 2008 New | Discretionary, Administrative, and VI-B Funding | Continuing |
| | | | |
| LEA Improvement Activities | Timelines | Resources | Status |
| 1. Five of our school districts have implemented new trainings for administration and staff to address this indicator. This implementation has impacted these districts' positively. | New 2008 | General Funds, VI-B Funding | Continuing |
| 2. Districts are implementing RTI/PBS into their curriculums to promote Positive Behavior and decrease Suspension/Expulsions. | New 2008 | General Funds, VI-B Funding | Continuing |
| 3. Districts are implementing various school wide Behavior systems, training on FBA's, BIPs, and placement as they relate to behavior. | New 2008 | General Funds, VI-B Funding | Continuing |
| 4. Many districts use data from the Suspensions, Expulsions, and Truancies database as the primary measure of the efficacy of their programming. | New Ongoing Quarterly | NCLB, VI-B & 619 Administrative Discretionary Funding | Continuing |
| 5. The LEA will provide training for administrators and SpEd teachers concerning utilization of Suspension\ISS Report + procedures to ensure discipline of special education students does not violate FAPE. | New Fall 2008 | NCLB, VI-B & 619 Administrative Discretionary Funding | Completed |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07) [If applicable]

1. Added SEA improvement activities 21-24 to the APR.
2. Added LEA improvement activities 1-5 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

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

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements. (20 U.S.C. 1416(a)(3)(A))

Measurement:

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

Applied: 8692/15582=55.8%

B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

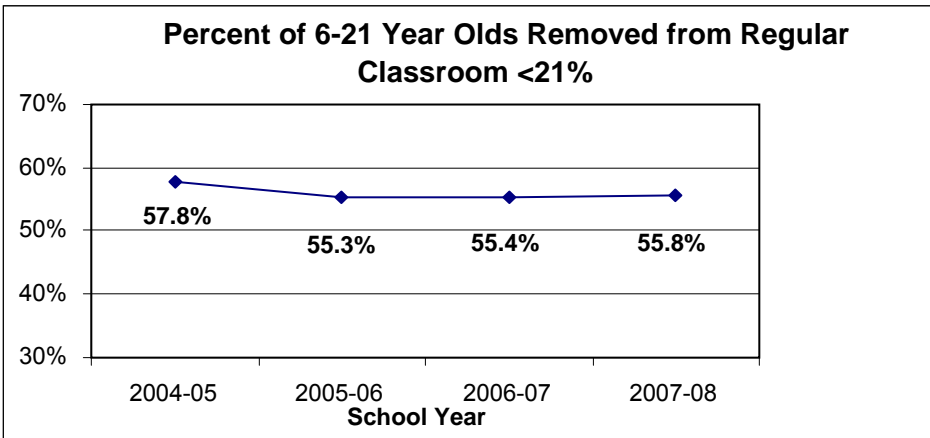
Applied: 2753/15582=17.7%

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

Applied: 321/15582=2.1%

A. Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 57.8 % | | |
| 2005 (05-06) | | 58.0 % | 55.3 % |
| 2006 (06-07) | | 58.2 % | 55.4 % |
| 2007 (07-08) | | 58.4 % | 55.8 % |



Explanation of Progress or Slippage:

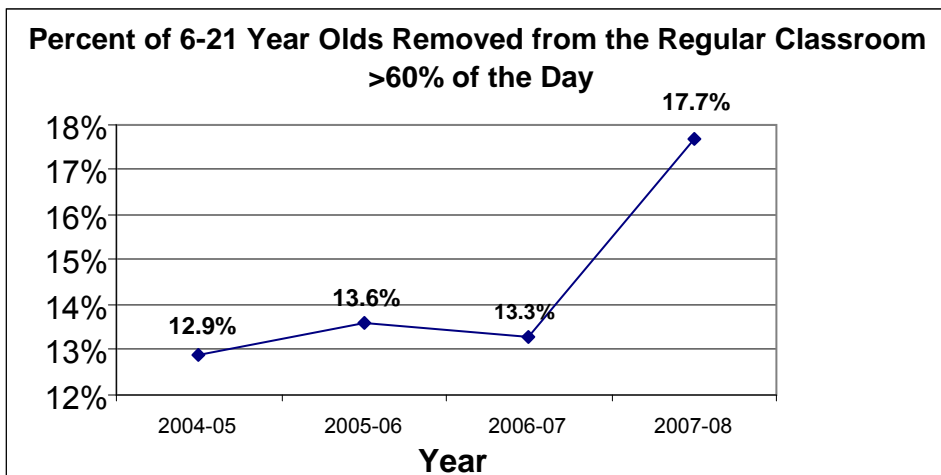
The State of Alaska EED has shown a slight increase .4% from 06-07 school years data; we still have not reached our target of 58.4 %.

In looking at our district data, the state had 15 districts showing progress in this area. One of the reasons for progress in one district was that the secondary teachers made a concerted effort to team teach in the reg. classroom rather than do pullouts. Other districts with decreases were due to several reasons such as: NCLB, new IEP Program, better data tracking, added programs, and transitions. When transferring from elementary to middle school or to high school, service hours are often increased to help them adjust to new environments.

During the monitoring process, EED monitors each student file to ensure that appropriate individualized placement decisions are made. All placement decisions are made by the IEP team. This ensures that each individual student is placed in the correct environment to meet their individual needs.

B. Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 12.9 % | | |
| 2005 (05-06) | | 12.9 % | 13.6 % |
| 2006 (06-07) | | 12.7 % | 13.3% |
| 2007 (07-08) | | 12.5 % | 17.7 % |



Explanation of Progress or Slippage

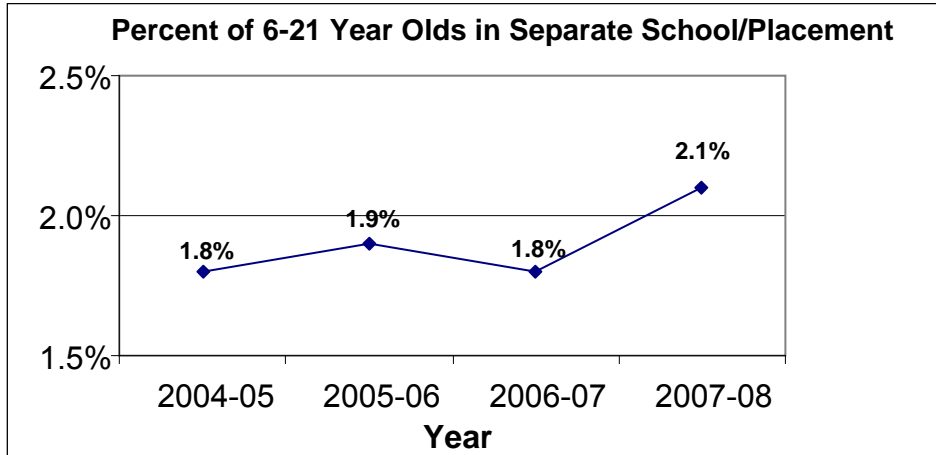
The State of Alaska has not reached its target for this indicator. Our data shows an increase of 4.4% for this indicator. We did not reach our target of 12.5%.

One reason for the increase of students in this setting category in FFY 2007 is that the state of Alaska has been involved in a statewide initiative to Bring the Kids Home/Keep the Kids Home. Previously, the state has had around 800 students (regular & special education) placed in out-of-state residential treatment centers and Alaska is working to bring those students back to Alaska and provide them with mental health and educational services. In addition, students that were previously placed in out-of-state placements are now being kept in Alaska and in the school system. (day schools, hospitals, or treatment centers) For many of those students, the LEAs are transitioning them as they are brought back into the education system.

During the monitoring process, EED monitors each student file to ensure that appropriate individualized placement decisions are made. All placement decisions are made by the IEP team. This ensures that each individual student is placed in the correct environment to meet their individual needs.

C. Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 1.8 % | | |
| 2005 (05-06) | | 1.8% | 1.9% |
| 2006 (06-07) | | 1.8% | 1.8% |
| 2007 (07-08) | | 1.6 % | 2.1% |



Explanation of Progress or Slippage

The State of Alaska did not meet its target for this indicator. Our data shows an increase of .3% for this indicator. One reason for the increase in the percentage of students in separate placements is that the state of Alaska has been involved in a statewide initiative to Bring the Kids Home/Keep the Kids Home. The state has had around 800 students (regular & special education) placed in Out of State Residential Treatment Centers. In the last year, seven in state Residential Psychiatric Treatment Centers have been built in our urban hubs to be able to provide services to those students in Alaska. The urban hubs where the new facilities are located showed the most significant increases in this setting. The statewide increase is due to the increase of treatment becoming available in our state. Also, students who are returned to their home schools are usually placed in the most restrictive LRE (day schools, hospitals, or treatment centers) as they carefully transition back to a less restrictive setting..

During the monitoring process, EED monitors each student file to ensure that appropriate, individualized placement decisions are made. All placement decisions are made by the IEP team. This ensures that each individual student is placed in the correct environment to meet their individual needs.

Improvement Activities Completed in FFY 2005-2007

None at this time

Status of APR Improvement Activities /Timelines/Resources for Indicator 5 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|-----------|--|--|
| 1. The SEA has many professional development conferences that happen throughout the year: the State Special Education Directors' Conference, No Child Left Behind | Ongoing | Discretionary, Administrative, and VI-B Funding. | These are annual conferences. NCLB happens in January, ASSEC happens in February and the |

| | | | |
|---|--|---|--|
| Conference (NCLB), and the Alaska State Special Education Conference (ASSEC). | | | Directors' Conference is in September. |
| 2. The State Directors' Conference has a specific breakout section on data collection and reporting for indicator 5. | Annual | Discretionary, Administrative, and VI-B Funding | Completed at the State Directors' Conference in September 2007, 2008 Revised |
| 3. The EED Special Education data manager provides technical assistance to all districts to improve data collection. | Ongoing Annual Fall | 1 FTE Data manager VI-B Funding | Continuing |
| 4. EED has also provided guidance to the districts on the new environment codes. EED provides a data handbook for this data collection including federal descriptions and definitions. | Ongoing Annual Fall & Spring | 1 FTE Data Manager VI-B Funding | Continuing |
| 5. EED currently submits LRE data through EDEN. | Ongoing Winter | 1 FTE Data Manager VI-B Funding | Continuing |
| 6. EED is in the process of revising the State Special Education Handbook to include all LRE data information and guidance. Each update that is being done to the handbook is being sent out to all districts along with a memo explaining the changes. | Spring 2007-Fall 2007 | Discretionary and Administrative Funding | The State Special Education Handbook was revised in December 2007. Continuing Revised |
| 7. The Department monitors each district's administrative policies to ensure they are in compliance. On-site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at the LRE student monitoring standards in the individual IEPs being monitored. | Ongoing | 3 FTE, Discretionary, and Administrative funds. | Twelve -Fifteen districts are monitored each year. |
| 8. Positive Behavioral Supports training is happening at the local level throughout our state. | Monthly for Ed Committee. Annual for SEAP | Discretionary, Administrative, and VI-B Funding | Continuing |
| 9. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Monthly for Ed Committee. Annual for SEAP. | Discretionary, Administrative, and VI-B Funding | Continuing |

| | | | |
|---|-----------------|---|------------|
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 11. EED has provided additional training to districts on coding educational environments appropriately. | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 12. EED has revised the state's IEP form to include all possible LRE environments to assist LEAs with reporting. | New 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

[If applicable]

1. Added SEA improvement activities 10-12 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07
Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

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

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

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

Applied:

| FFY | Baseline | Target | Actual |
|-----------|----------|---------|---------|
| 2004-2005 | 49.6% | | |
| 2005-2006 | | 50.6 % | 42.6 % |
| 2006-2007 | | Not due | Not due |
| 2007-2008 | | Not due | Not due |

Actual Target Data for (FFY 07):

Not due at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Improvement Activities Completed in FFY 2005-2007

None at this time

Status of APR Improvement Activities /Timelines/Resources for Indicator 6 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|---------------------------------|--|--|
| 1. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Ongoing Annual Fall & Winter | Supported by Discretionary Administrative and VI-B Funding | Continuing IDEA & NCLB Conf. |
| 2. The SEA has many professional development conferences that happen throughout the year: the State Special Education Directors' Conference, No Child Left Behind Conference, and the Alaska State Special Education Conference. | Ongoing | Supported by Discretionary Administrative and VI-B Funding | Continuing These are annual conferences . NCLB happens in January, ASSEC happens in February and the Directors' Conference is in September. |

| | | | |
|--|------------------------------------|---|---|
| 3. The State Directors' Conference has a specific breakout section on data collection and reporting for indicator 6. | Annual | Discretionary Funding | Continuing Completed at the State Directors' Conference in September 2007 |
| 4. EED's Special Education data manager provides technical assistance to all districts to improve data collection. | Ongoing | 1 FTE data manager, VI-B Funding | Continuing |
| 5. The Alaska Department of Education & Early Development created Early Learning Guidelines for birth through age 5 through our General Supervision Enhancement Grant. | 2004-2006 | GSEG grant | Continuing |
| 6. EED currently submits LRE data through EDEN. | Ongoing Winter | 1 FTE data manager, VI-B Funding | Continuing |
| 7. EED revised the State Special Education Handbook to include all LRE data information and guidance. Each update that is being done to the handbook is being sent out to all districts along with a memo explaining the changes. | Spring 2007-Fall 2007 | Discretionary-Administrative Funding | Continuing Revised |
| 8. The Department monitors each districts administrative policies to ensure they are in compliance. On-site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at the LRE student monitoring standards in the individual IEPs being monitored. | Ongoing | 3 FTE, Discretionary Administrative Funds. | 15 Districts are monitored each year. |
| 9. Positive Behavioral Supports training is happening at the local level throughout our state. | Monthly-Ed. Committee, Annual-SEAP | Discretionary Funding | Continuing |
| 10. EED has provided additional training to districts on coding educational environments appropriately. | New 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |
| 11. EED has revised the State IEP form to include all possible LRE environments to assist LEAs with reporting. | New 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

1. Added SEA improvement activities 10, 11 to the APR

2. Timelines and status of improvement activities were reviewed and revised as appropriate.

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

Monitoring Priority: Preschool Outcomes

Indicator 7 – **Percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early language communication and early literacy); and c) use of appropriate behaviors to meet their needs.**

Measurement:

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

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by the # 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 same-aged peers divided by the # 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 the # 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 the # 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 the # of preschool children with IEPs assessed times 100.

If **a + b + c + d + e** does not sum to 100.00%, explain the difference.

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

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by the # 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 same-aged peers divided by the # 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 the # 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 the # 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 the # of preschool children with IEPs assessed times 100.

If **a + b + c + d + e** does not sum to 100.00%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by the # 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 same-aged peers divided by the # 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 the # 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 the # 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 the # of preschool children with IEPs assessed times 100.

If **a + b + c + d + e** does not sum to 100.00%, explain the difference.

Overview of Issue/Description of System or Process:

The State of Alaska is using the Seven-Point ECO Child Outcomes Summary Form. For FFY 2007 submission of progress data the Department collected census data from all districts. The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that will be submitted to the Department on an annual basis for each child. For indicator 7 each district was required to use the following instructions:

- Indicator 7 data must be collected for all IEP preschoolers.
- Entry data will be collected in the district within two months of program entry.
- Exit data will be collected in the district prior to the student's sixth birthday.
- Districts may use any of the following assessment tools to gather the entry and exit data: Dial 3, Brigance, Battelle, AGS, AEPS, or one approved by EED.
- Each student will be screened using one of the assessment tools listed above, and the results will be recorded on the Child Outcomes Summary Form.
- The data from this form will be reported to EED using the Supplemental Workbook. The state will use definitions for the level ratings of all three measurements (Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to meet their needs) as they are already recorded on the Child Outcomes Summary Form.
- The criterion for defining "comparable to same age peers" has been defined as a 6 or 7 on the scale.

For indicator 7 each district was to provide a list of all children and to record their entry and exit level data using the following codes:

| Code | Definition (see survey tool for complete Outcome Ratings Chart) |
|------|---|
| 1 | Does not yet show functioning expected for age in any situation. Skills and behaviors also do not include any immediate foundational skills upon which to build age appropriate functioning. Child's functioning might be described as like that of a much younger child . |
| 2 | Between level 1 and 3. |
| 3 | Does not yet show functioning expected for age in any situation. Behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as like that of a younger child . |
| 4 | Between level 3 and 5. |

| | |
|---|---|
| 5 | Shows functioning expected for age some of the time and/or in some situations . Functioning is a mix of age appropriate and not appropriate. Functioning might be described as like that of a slightly younger child . |
| 6 | Between level 5 and 7. Functioning generally considered appropriate for age but there are some concerns about the functioning in this outcome area. |
| 7 | Shows functioning expected for age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for age. No one has concerns about child's functioning in this outcome area. |

Progress Data for FFY 2007 (2007-2008):

| A. Positive social-emotional skills (including social relationships): | Number of Preschoolers | % of Preschoolers |
|--|-------------------------------|--------------------------|
| a. Percent of preschool children who did not improve functioning. | 33 | 6.8% (33 of 482) |
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 64 | 13.3% (64 of 482) |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 100 | 20.7% (100 of 482) |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 143 | 29.7% (143 of 482) |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 142 | 29.5% (142 of 482) |
| Total | N =482 | 100% |

| B. Acquisition and use of knowledge and skills (including early language/communication and early literacy): | Number of Preschoolers | % of Preschoolers |
|--|-------------------------------|--------------------------|
| a. Percent of preschool children who did not improve functioning. | 12 | 2.5% (12 of 482) |
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 59 | 12.2% (59 of 482) |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 105 | 21.8% (105 of 482) |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 168 | 34.9% (168 of 482) |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 138 | 28.6% (138 of 482) |
| Total | N = 482 | 100% |

| C. Use of appropriate behaviors to meet their needs: | Number of Preschoolers | % of Preschoolers |
|--|-------------------------------|--------------------------|
| a. Percent of preschool children who did not improve functioning. | 15 | 3.1 % (15 of 482) |
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 64 | 13.3% (64 of 482) |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 74 | 15.4% (74 of 482) |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 163 | 33.8% (163 of 482) |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 166 | 34.4% (166 of 482) |
| Total | N = 482 | 100% |

Discussion of Progress Data:

FFY 2007 progress data was collected for 498 early childhood students, 482 of whom had received services for at least six months, from 22 school districts. This is great progress from FFY 2006 when we were able to collect data for 101 students, 97 of whom had received services for at least six months, from 10 school districts. Entry data has now been collected from 47 school districts (1364 preschool students). Alaska believes that this data is becoming better because there is a better understanding of early childhood I outcomes in the districts due to training and information sharing.

Improvement Activities/Timelines/Resources:

Improvement Activities Completed in FFY 2005-2007

4. The Department provided one-day training to all districts having to submit data for this SPP submission.

Status of SPP Improvement Activities/Timelines/Resources for Indicator 7 (FFY 06):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|------------------|--|---|
| 1. The Department monitors each district's administrative policies to ensure they are in compliance. Onsite monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at student monitoring standards in the individual IEP being monitored to ensure it follows the Student Monitoring Standards for preschool. | Ongoing | Title VI-B & 619 Administrative, and Discretionary funding | Continuing Twelve -Fifteen districts are monitored each year. Revised |
| 2. The State Special Education Directors' Conference has a specific breakout section on the Early Childhood Outcomes, data collection and reporting. | Annual | Discretionary Funding | Continuing Completed at the State Directors' Conference in September 2007 Revised |

| | | | |
|---|------------------------|---|---|
| 3. The EED Special Education data manager provides technical assistance to all districts to improve data collection for indicator 7. | Ongoing Annual Fall | Discretionary Funding | Continuing Revised |
| 5. The Department will provide training to all districts at the Annual Statewide Special Education Conference (ASSEC) & Special Education Directors' Conference on the Early Childhood Outcomes data submissions. | Annual | Title VI-B & 619 Administrative and Discretionary Funding | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. Revised |
| 6. Utilize additional assistance from WRRC, the ECO Center, NECTAC, and other agencies, stakeholder groups, taskforces, and technical assistance providers. | New 2008 | Title VI-B & 619 Administrative and Discretionary Funding | Continuing |
| 7. Provided technical assistance to LEAs regarding the identification, placement, and services available to preschool students with disabilities. | New 2008 | Title VI-B & 619 Administrative and Discretionary Funding | Continuing |
| 8. EED will provide each LEA with individual trainings on collecting ECO data. | New Spring 2008 | Title VI-B & 619 Administrative and Discretionary Funding | Continuing |
| 9. EED will be developing a online e-learning module on Early Childhood Outcomes how to use forms, and collect ECO data etc. | New FFY 2009 | SPDG funding | Spring, Fall 2009 |

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

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

Applied: $((1243/2815)*100 = 44.2\%$ (proportion of parents surveyed who indicate that the quality of the special education services received by their children and families meets or exceeds the standards set by a nationally representative group of special education stakeholders convened by NCSEAM in New Orleans in June, 2005.)

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2006 (06-07) | 29.3% | | |
| 2007 (07-08) | | 30% | 44.2% |

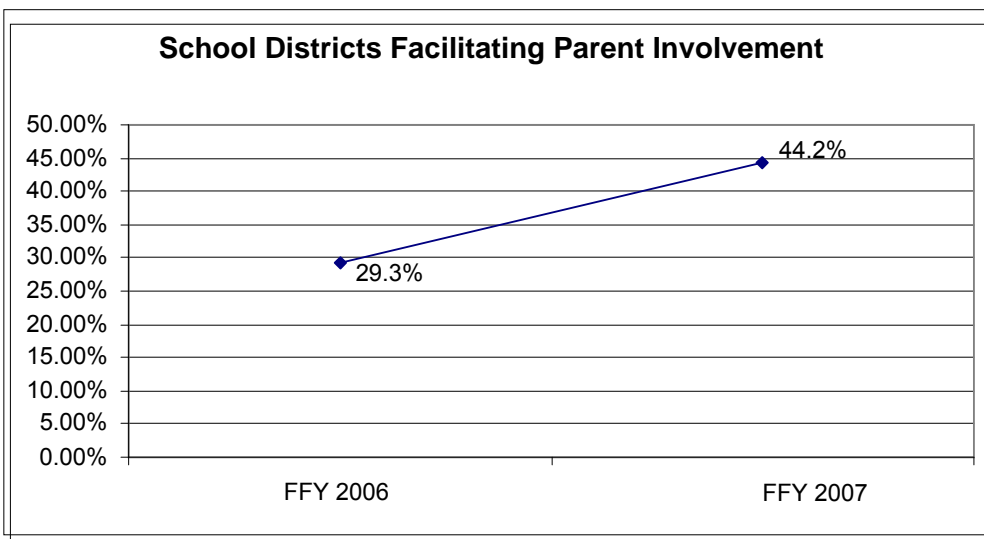
Percent at or above indicator 8 standard: 44.2% (SE of the mean = 1.04%)

Number of Valid Responses: 2,815

Measurement reliability: .94

Mean Partnership Efforts Measure: 579

Measurement SD 111



Representativeness of the Respondents

The tables below describe how these results were assessed with respect to the cross-section of relevant demographic variables of gender, race-ethnicity and type of disability.

Table 1 – Distribution of Respondents and Target Population, by Disability

| | <i>frequency and % of Respondents</i> | <i>frequency and % of Target Population</i> | FFY 2007 (07-08) Response Rate Differential | FFY 2006 (06-07) Response Rate Differential |
|--------------------------------|---------------------------------------|---|---|---|
| Mental Retardation | 83 (2.9%) | 529 (3.1%) | -0.1% | -1.49% |
| Speech or Language Impairments | 928 (33.0%) | 5371 (31.0%) | 2.0% | -3.07%* |
| Emotional Disturbance | 89 (3.2%) | 648 (3.7%) | -0.6% | -1.62% |
| Other Health Impairments | 276 (9.8%) | 1617 (9.3%) | 0.5% | 1.37% |
| Specific Learning Disabilities | 897 (31.9%) | 6240 (36%) | -4.2%* | -21.09%* |
| Autism | 106 (3.8%) | 483 (2.8%) | 1.0% | 8.87%* |
| Other Disabilities Combined | 420 (14.9%) | 2322 (13.4%) | 1.5% | 17.04%* |
| Unknown | 16 (.6%) | 115 (.7%) | -0.1% | n/a |
| Total | 2815 (100%) | 17325 (100%) | | |

* Response rate differentials +/- 3%, Responses from Parents of Children with Specific Learning Disabilities are slightly underrepresented in the results.

Table 2 – Distribution of Respondents and Target Population, by Race/Ethnicity

| | <i>frequency and % of Respondents</i> | <i>frequency and % of Target Population</i> | FFY 2007 (07-08) Response Rate Differential | FFY 2006 (06-07) Response Rate Differential |
|-------------------------------------|---------------------------------------|---|---|---|
| White | 1540 (54.7%) | 9159 (52.9%) | 1.8% | 11.92% |
| African American | 55 (2.0%) | 338 (2.0%) | 0.0% | -3.45 |
| Hispanic | 56 (2.0%) | 390 (2.3%) | -0.3% | -2.17 |
| Asian | 87 (3.1%) | 450 (2.6%) | 0.5% | -1.27 |
| Native American | 43 (1.5%) | 326 (1.9%) | -0.4% | Combined |
| Alaska Native | 802 (28.5%) | 5277 (30.5%) | -2.0% | -5.02% |
| Multi-Ethnic | 160 (5.7%) | 929 (5.4%) | 0.3% | |
| Native Hawaiian or Pacific Islander | 53 (1.9%) | 312 (1.8%) | 0.1% | |
| Unknown | 19 (.7%) | 144 (.8%) | 0.0% | |
| Total | 2815 (100%) | 17325 (100%) | | |

Table 3 – Distribution of Respondents and Target Population, by Gender

| | <i>frequency and % of Respondents</i> | <i>frequency and % of Target Population</i> | Response Rate Differential |
|--------------|---------------------------------------|---|----------------------------|
| Male | 1909 (67.8%) | 11644 (67.2%) | 0.6% |
| Female | 906 (32.2%) | 5681 (32.8%) | -0.6% |
| Total | 2815 (100%) | 17325 (100%) | |

Table 4 – Survey Return Rates by School District

| District # | # Sent | # Received | % Returned | District # | # Sent | # Received | % Returned |
|------------|--------|------------|------------|------------|--------|------------|------------|
| 2 | 28 | 5 | 17.9% | 30 | 42 | 3 | 7.1% |
| 3 | 127 | 16 | 12.6% | 31 | 1407 | 210 | 14.9% |
| 5 | 1767 | 309 | 17.5% | 32 | 101 | 12 | 11.9% |
| 6 | 95 | 13 | 13.7% | 33 | 3031 | 538 | 17.7% |
| 7 | 80 | 13 | 16.3% | 34 | 63 | 13 | 20.6% |
| 8 | 27 | 7 | 25.9% | 35 | 9 | 2 | 22.2% |
| 9 | 63 | 9 | 14.3% | 36 | 209 | 31 | 14.8% |
| 10 | 7 | 1 | 14.3% | 37 | 80 | 12 | 15.0% |
| 11 | 150 | 23 | 15.3% | 38 | 5 | 2 | 40.0% |
| 12 | 64 | 13 | 20.3% | 39 | 30 | 3 | 10.0% |
| 13 | 21 | 5 | 23.8% | 40 | 7 | 0 | 0.0% |
| 14 | 203 | 26 | 12.8% | 42 | 579 | 99 | 17.1% |
| 15 | 39 | 11 | 28.2% | 43 | 13 | 4 | 30.8% |
| 16 | 1810 | 267 | 14.8% | 45 | 165 | 26 | 15.8% |
| 17 | 160 | 28 | 17.5% | 46 | 10 | 2 | 20.0% |
| 18 | 21 | 4 | 19.0% | 47 | 40 | 5 | 12.5% |
| 19 | 4 | 0 | 0.0% | 49 | 53 | 11 | 20.8% |
| 20 | 54 | 14 | 25.9% | 50 | 17 | 5 | 29.4% |
| 21 | 15 | 3 | 20.0% | 51 | 48 | 5 | 10.4% |
| 22 | 1707 | 268 | 15.7% | 52 | 27 | 10 | 37.0% |
| 23 | 29 | 1 | 3.4% | 53 | 31 | 6 | 19.4% |
| 24 | 4118 | 655 | 15.9% | 54 | 134 | 15 | 11.2% |
| 25 | 253 | 46 | 18.2% | 55 | 22 | 5 | 22.7% |
| 27 | 24 | 6 | 25.0% | 56 | 102 | 14 | 13.7% |
| 28 | 112 | 23 | 20.5% | 98 | 9 | 0 | 0.0% |
| 29 | 113 | 16 | 14.2% | | | | |

Reliability and Validity of Data

The response rate for the Parent Involvement Survey was 16.24%. A total of 2,815 parents or guardians responded out the 17,325 surveys that were delivered. Nearly 84% of parents with children receiving special education services did not respond to the survey. In order to provide a clearer picture concerning the accuracy of the survey data, respondents were compared to the Target Population based on Disability Category of student, Race/Ethnicity, and Gender. All categories of respondent demographics fell within +/- 3% of the target population except for Specific Learning Disabilities, which were slightly underrepresented by 4.2%. The high level of representativeness of the respondent demographics gives us a high degree of confidence in the consistency and accuracy of the survey results. In addition, there is a 99.2% correlation between scaled scores in the 2007 and 2008 Alaska Parent Surveys, indicating a high level of reliability within the data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

The State of Alaska exceeded its target in this area by nearly 15 percent. In addition, Alaska showed progress with an increased response rate from the target population and a much more representative group of respondents. For example, in Table 1, Specific Learning Disabilities are only slightly underrepresented this year at 4.2% compared to last year when they were underrepresented by 21%. Table 2 demonstrates representativeness of respondents across ethnicities, and compares it to last year's response rate differential that included overrepresented Whites (11%) and underrepresented African-Americans (-3.45%). The overall response rate was 16.3%, 2,815 completed surveys out of 17,315 mailed surveys were returned.

All districts submitted parent contact information directly to EED and a subcontractor was used to mail surveys, collect, and analyze data using the NCSEAM survey. Table 4 displays the response rate of individual school districts. All districts (district codes 4, 13, 20, 38, and 55) that were not represented by responses in FFY 2006 are represented in this year's survey results. Three districts (district codes 19, 40, and 98) are not represented this year. The three districts that are not represented in this year's results had target populations of 4, 7, and 9, respectively, and do not significantly impact the representativeness of the data.

Improvement Activities Completed in FFY 2005-2007

| |
|--|
| 3. EED provides support to the Governor's Council to support parent participation at Pathways Parent Conference by providing an opportunity for parent training. |
| 4. EED provides support to the Governor's Council to support parent participation at the FASD conference by providing an opportunity for parent training. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 8 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|--|---------------------------------------|---|
| 1. EED provides support to the Governor's Council to support parent participation at the Alaska State Special Education Conference by providing an opportunity for parent training. | Ongoing- Annual Winter | VI-B & 619 Funding | Continuing February of each year Revised |
| 2. EED provides support to the Governor's Council to support parent participation in Early Intervention Committee and the Education Committee meetings by providing an opportunity for parent training. | Ongoing Monthly- Ed. Committee, Annual- SEAP. | VI-B & 619 Funding | Continuing monthly Revised |
| 5. Onsite monitoring activities promote inclusive settings. | Ongoing | 3 FTE and Discretionary Funding | Continuing |

| | | | |
|---|---|---|---|
| 6. As a regular monitoring activity the monitoring team looks at student monitoring standards to foster parent involvement. | Ongoing | 3 FTE and Discretionary Funding | Continuing Twelve -Fifteen districts are monitored each year. Revised |
| 7. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results. | Monthly- Ed. Committee, Quarterly- SEAP | Discretionary funding | Continuing Parents are involved in all of our stakeholder meetings regarding APR indicator and all other meetings. |
| 8. During each district monitoring EED invites all Special Education Parents to a Parent meeting. | Ongoing | Title VI-B & 619 Administrative Discretionary Funding | Continuing Twelve -Fifteen districts are monitored each year. |
| 9. Each Alaskan parent of a special needs student was sent a post card announcing the parent survey to follow. | New summer 2008, Annually to follow | Title VI-B & 619 Administrative Discretionary Funding | Continuing annually |
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

1. Added SEA improvement activities 9-10 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07
Overview of the Annual Performance Report Development: See page 4

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.

Applied: 0/54*100=0%

State’s definition of “disproportionate representation”:

Alaska stakeholders defined disproportionate representation as a risk ratio of 3 or more for overrepresentation and .33 or lower for underrepresentation. More information on the main aspects of this decision is included in the Alaska SPP.

How the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate or appropriate identification:

The state annually invites all districts with a risk ratio of higher than 3 or less than .33 to a meeting. These districts provide samples of documents regarding the eligibility process of students with disabilities for the race/ethnicity in which they were considered disproportionate, alongside a sample of documents from other race/ethnicities. Peers and state staff review these documents and evaluate whether the eligibility decision is appropriate or not appropriate according to federal and state policy.

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 1.9% | | |
| 2005 (05-06) | | 0% | 1.9 % |
| 2006 (06-07) | | 0% | 0 % |
| 2007 (07-08) | | 0% | 0 % |

Overrepresentation: Table 1 depicts districts with a risk ratio of three or higher and their respective special education count, during FFY 2007 in Alaska. There was one district (#17), out of the 54 districts in Alaska, with a risk ratio of three or higher and a special education count that included 10 or more students. Native American was the race/ethnicity that was over-identified. This school district attended an annual stakeholder meeting hosted by EED in Juneau, in October 2008. During this meeting, district representatives reviewed the disproportionality data analysis the state provided and had an opportunity to discuss these results with their peers and state representatives. During this meeting, the Department reviewed these districts policies, procedures, and practices. All of them were appropriate. This districts overrepresentation is not based on inappropriate identification.

Underrepresentation: Alaska has a risk ratio of .33 or lower for underrepresentation. Table 1 depicts one district (#17) with a risk ratio of .33 or lower during FFY 2007 in Alaska. There was 1 district, out of the 54 districts in Alaska, with a risk ratio of .33 or lower and a special education count that included 10 or more students. District #17 appeared to have Caucasian students under-identified, but many of these students are correspondence students. District #17 operates a large correspondence school, which students attend online from around the state and these students

may not live in the geographical boundaries of the district. District #17 has a population of 3797 students with 113 students attending a traditional brick and mortar school, 118 students attending a boarding school, and 3566 students attending as correspondence students. This district was monitored during the 06-07 school year, and all administrative policies and procedures were in place.

EED has examined the assessment data to determine whether or not this district's proficiency levels are lower for any race/ethnicity. In addition, we reviewed each districts assessment data to determine levels of academic performance for each group and whether they were underperforming as compared to other race/ethnicities. The department reviewed assessment data for district #17 regular education students in grades 3-8 & 10 in reading, writing, and math. Analysis of the data shows that Caucasian students performed higher on standardized tests than all other ethnicities with the exception of 3rd grade writing & math, 4th grade writing & math, 5th, 6th, and 10th grade math.

During the stakeholder meeting held in Oct. of 2008, the department reviewed this district's policies, procedures and practices. All on them were appropriate. District #17's underrepresentation is not based on inappropriate identification.

Table 1 – School Districts with Risk Ratio 3 or Higher and .33 or Lower, FFY 2007

| District ID | Native American | Asian | African American | Hispanic | White |
|-------------|-----------------|-------|------------------|----------|-------|
| 17 | 4.69 | | | | .29 |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has met the mandated target of 0% for this indicator.

During the annual disproportionality stakeholder meeting, this district provided samples of eligibility documents of students with disabilities identified as disproportionate in special education, as well as samples of the same documents from a comparison group of students. During the meeting, this district's representative met with a state representative. They reviewed and evaluated the eligibility documents utilizing a pre-designed rubric. Following federal and state policies, the analysis showed that all students were eligible to be in special education. We reviewed the district's administrative Child Find, Evaluation, and Eligibility policies. They had all administrative policies, practices and procedures in place. This district was required to bring in files for 14 Native American students randomly selected from all the eligibility categories. All eligibility was determined appropriately.

No disproportionality was the result of inappropriate identification for FFY 2007 in Alaska. All activities were completed, and there has been an increased awareness in the state on issues regarding disproportionality.

Correction of identified non compliance for FFY 2006

There were no findings of noncompliance in FFY 2006 related to this indicator.

Improvement Activities Completed in FFY 2005-2007

- | |
|---|
| 1. EED contacted districts found to have disproportionate representation of racial and ethnic groups in special education and related services, which appeared to be the result of inappropriate identification. EED verified these districts' policies and procedures regarding special education identification and the related files for the students in question. |
| 3. EED will continue collaboration with the Department of Health and Social Services to work on the statewide comprehensive, integrated approach to FAS prevention and systems improvement. |

Status of SPP Improvement Activities/Timelines/Resources:

| SEA Improvement Activities | Timelines | Resources | Status |
|---|--|--|--|
| 2. EED continued efforts to increase school district awareness of contributing factors for the disproportionate representation of Native American students and other race/ethnicities, for students with disabilities in Alaska's schools. | Ongoing Annual Directors Meeting Governor's Council | VI-B & 619 Administrative Discretionary Funding | The state offered a breakout session on disproportionality during the Annual Directors meeting in September 2007, 2008. Revised |
| 4. EED convened stakeholder group that included school districts at higher risk for disproportionate representation. The purpose of this group was to annually review and revise, if appropriate, the calculation methods and definition for disproportionate representation of racial and ethnic groups in special education and related services in Alaska. | Annual meeting | VI-B & 619 Administrative Discretionary Funding | This meeting took place in October 2007, 2008, together with strategies 1, 5 and 6. Continuing Revised |
| 5. EED convened a stakeholder group, which included school districts at higher risk for disproportionate representation. The group reviewed data on disproportionality and designed strategies for improvement. | Annual meeting | VI-B & 619 Administrative Discretionary Funding | This meeting took place in October 2007, 2008, together with strategies 1, 4 and 6. Continuing Revised |
| 6. EED provided assistance to school districts determined to have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. | Annual | VI-B & 619 Administrative Discretionary Funding | This activity took place in October 2007, 2008, together with strategies 1, 4 and 5. Continuing Revised |
| 7. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 8. EED has developed an online e-learning module on how to write an Eligibility Summary and Evaluation Report (ESER) and developed sample videos on holding an ESER meeting. | New Available Spring 2009 | State Personnel Development Grant (SIG) Discretionary, Administrative, and VI-B Funding | New Continuing |
| 9. EED along with a SEAP and LEA representative participated in a regional meeting with WRRC to discuss disproportionality issues. | New Spring 2008 | Discretionary, Administrative, and VI-B Funding | New Completed |
| | | | |
| LEA Improvement Activities | Timelines | Resources | Status |
| 1. The LEA will develop a detailed guideline to ensure that Child Find activities are being | FFY 2008 | LEA Sped Director | New |

| | | | |
|---|----------|-------------------|------------|
| sufficiently presented to communities for correspondence populations/locations. | | | |
| 2. The LEA will coordinate a planning meeting to implement the RTI model. | FFY 2008 | LEA Sped Director | New |
| 3. The LEA will develop training for staff on disproportionality, Eligibility appropriateness, team decision making, and potential cultural issues. | FFY 2008 | LEA Sped Director | New |
| 4. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools | FFY 2008 | LEA Sped Director | New |

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

1. Added SEA improvement activities 7-9 to APR and SPP.
2. Added LEA improvement activities 1-4 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07
Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

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

Applied: 0/54*100=0%

State’s definition of “disproportionate representation”:

Alaska stakeholders defined disproportionate representation as a risk ratio of 3 or more for overrepresentation and .33 or lower for underrepresentation. More information on the main aspects of this decision is included in the Alaska SPP.

How the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate or appropriate identification:

The state annually invites all districts with a risk ratio of higher than 3 or less than .33 to a meeting. These districts provide samples of documents regarding the eligibility process of students with disabilities for the race/ethnicity in which they were considered disproportionate, alongside a sample of documents from other race/ethnicities. Peers and state staff review these documents and evaluate whether or not the eligibility decision is appropriate or not according to federal and state policy.

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 11.1 % | | |
| 2005 (05-06) | | 0% | 11.1 % |
| 2006 (06-07) | | 0% | 0 % |
| 2007 (07-08) | | 0% | 0 % |

Data Discussion: Disproportionate Representation

Overrepresentation. Table 1 depicts districts with a risk ratio of three or higher during FFY 2007 in Alaska. There were four districts (#5,#13,#16,17,#22), out of the 54 districts in Alaska, with a risk ratio of three or higher for a specific disability and a special education count that included 10 or more students. In three of these cases, Native American was the race/ethnicity over-identified. There was one case of African American students being over identified. These school districts attended an annual stakeholder meeting hosted by EED in Juneau, in October 2008. During this meeting, district representatives reviewed the disproportionality data analysis the state provided and had an opportunity to discuss these results with their peers and state representatives.

Underrepresentation. Alaska has a risk ratio of .33 or lower for underrepresentation. Table 1 depicts districts (#5, #17) with a risk ratio of .33 or lower during FFY 2007 in Alaska. There were 2 districts, out of the 54 districts in Alaska, with a risk ratio of .33 or lower and a special education count that included 10 or more students.

District #5 had Other Health Impaired Asian students under-identified. District #17 had Speech Impairment and Learning Disabled Caucasian students under-identified. These school districts attended an annual stakeholder meeting hosted by EED in Juneau, in October 2008.

EED has examined the assessment data from districts #5 and #17 to determine whether proficiency levels were lower for any race/ethnicity. We looked at district-wide assessment data to determine levels of academic performance for each race/ethnicity and determined whether or not they were underperforming as compared to other races/ethnicities. The department reviewed assessment data for regular education for grades 3-8 & 10 in reading, writing, and math.

Analysis of the assessment data for district #17 shows that Caucasian students performed at a 65% or better in all areas of assessment except 10th grade math. In District #5, Asian students performed at a 60% or better in all areas of assessment except 10th grade math. These districts appear to have race/ethnicities that are disproportionately underrepresented in special education. However the analysis of the assessment scores shows the groups that are underrepresented are doing quite well on their statewide assessment scores, which would not indicate a need for special education services. Under-served groups of students in general education, because of the lack of services that would be provided by special education, would probably be demonstrated by a lower performance in statewide assessments for these groups of students.

The Department has reviewed Districts #17 and #5's Child Find, Evaluation, and Eligibility policies, procedures, and practices. All of them are appropriate. Based on all the data analyzed by EED, underrepresentation in Districts #17 and #5's is not based on inappropriate identification.

Table 1 – School Districts with Risk Ratio “Three” or Higher and .33 or Lower, FFY 2007

| District ID/ Disability | Native American | Asian | African American | Hispanic | White |
|----------------------------|--------------------|-------|---------------------|----------|-------|
| 17 / LD | 5.43 | | | | 0.24 |
| 17 / SI | 7.12 | | | | 0.21 |
| 16/ED | | | 3.26 | | |
| 22/ED | 3.15 | | | | |
| 5/OHI | | 0.27 | | | |
| 13/LD | 3.21 | | | | |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has met the mandated target of 0% for this indicator.

During the annual disproportionality stakeholder meeting, representatives from districts with disproportionate representation for indicator 10 provided samples of eligibility documents of students with disabilities identified as disproportionate in special education, as well as samples of the same documents from a comparison group of students. During the meeting, district representatives divided into small groups including a state representative in each group. The groups reviewed and evaluated the eligibility documents utilizing a pre-designed rubric. The analysis indicated all students were eligible to be in special education according to federal and state policies. We reviewed each district's administrative Child Find, Evaluation, and Eligibility policies. Each district had all appropriate administrative policies, practices, and procedures in place.

Four districts (#13, #16, #17 and #22) showed disproportionality based on a risk ratio of 3 or greater. Each district has all administrative policies and procedures in place. District #13 was required to bring in files for 3 Native American Learning Disabled students, 1 non-Native American

Learning Disabled student. District #17 was required to bring in files for 3 Native American Learning Disabled students, 1 non-Native American Learning Disabled student, 3 Native American Speech Impaired students, and 1 non-Native American Speech Impaired student. The files were reviewed and all eligibility was determined appropriately. District #16 was required to bring in files for 3 Native American Emotionally Disturbed students and 1 for non-Native American Emotionally Disturbed students. District #22 was required to bring in files for 3 Native American Emotionally Disturbed students and 1 for non-Native American Emotionally Disturbed students.

Two districts (#5 and #17) showed disproportionality based on a risk ratio of .33 or lower. District's #5 & #17 brought their Child Find policies and procedures to the department and copies of eligibility documents for five students that Did Not Qualify (DNQ) for Caucasian OHI, LD or SI. All ineligible files were determined appropriately.

All eligibility was determined appropriately. No disproportionality was the result of inappropriate identification for FFY 2007 in Alaska. All activities were completed, and there has been an increased awareness in the state on issues regarding disproportionality.

Correction of identified non compliance for FFY 06

There were no findings of noncompliance in FFY06.

Improvement Activities Completed in FFY 2005-2007

| |
|---|
| 1. EED contacted districts found to have disproportionate representation of racial and ethnic groups in special education and related services, which appeared to be the result of inappropriate identification. EED verified these districts' policies and procedures regarding special education identification and the related files for the students in question. |
| 3. EED will continue collaboration with the Department of Health and Social Services to work on the statewide comprehensive, integrated approach to FAS prevention and systems improvement. |

Status of SPP Improvement Activities/Timelines/Resources:

| SEA Improvement Activities | Timelines | Resources | Status |
|---|--|---|--|
| 2. EED continued efforts to increase school district awareness of contributing factors for the disproportionate representation of Native American students and other race/ethnicities, for students with disabilities in Alaska's schools. | Ongoing Annual Directors Meeting Governor's Council | VI-B & 619 Administrative Discretionary Funding | The state offered a breakout session on disproportionality during the Annual Directors meeting in September 2007, 2008. Revised |
| 4. EED convened stakeholder group that included school districts at higher risk for disproportionate representation. The purpose of this group was to annually review and revise, if appropriate, the calculation methods and definition for disproportionate representation of racial and ethnic groups in special education and related services in Alaska. | Annual meeting | VI-B & 619 Administrative Discretionary Funding | This meeting took place in October 2007, 2008, together with strategies 1, 5 and 6. Continuing Revised |
| 5. EED convened a stakeholder group, which included school districts at higher risk for disproportionate representation. The group reviewed data on disproportionality and designed strategies for improvement. | Annual meeting | VI-B & 619 Administrative Discretionary Funding | This meeting took place in October 2007, 2008, together with strategies 1, 4 and 6. Continuing Revised |

| | | | |
|--|----------------------------------|--|---|
| 6. EED provided assistance to school districts determined to have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. | Annual | VI-B & 619 Administrative Discretionary Funding | This activity took place in October 2007, 2008, together with strategies 1, 4 and 5. Continuing Revised |
| 7. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 8. EED has developed an online e-Learning module on how to write an Eligibility Summary and Evaluation Report (ESER) and developed sample videos on holding an ESER meeting. | New Available Spring 2009 | State Personnel Development Grant (SIG) Discretionary, Administrative, and VI-B Funding | New Continuing |
| 9. EED along with a SEAP and LEA representative participated in a regional meeting with WRRC to discuss disproportionality issues. | New Spring 2008 | Discretionary, Administrative, and VI-B Funding | New Completed |
| | | | |
| LEA Improvement Activities | Timelines | Resources | Status |
| 1. The LEA will develop a detailed guideline to ensure that Child Find activities are being sufficiently presented to communities for correspondence populations/locations. | FFY 2008 | LEA Sped Director | New |
| 2. The LEA will coordinate a planning meeting to implement the RTI model | FFY 2008 | LEA Sped Director | New |
| 3. The LEA will develop training for staff on disproportionality, Eligibility appropriateness, team decision making, and potential cultural issues. | FFY 2008 | LEA Sped Director | New |
| 4. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools | FFY 2008 | LEA Sped Director | New |

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

1. Added SEA improvement activities 7-9 to APR and SPP.
2. Added LEA improvement activities 1-4 to APR and SPP.
3. Timelines and status of Improvement Activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07
Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days (State established timeline). (20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 45 school days (State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 45 school days (State established timeline).

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

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

Applied: $(((549+2732)/3460)*100) = 94.8 \%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 95.7 % | | |
| 2005 (05-06) | | 100 % | 95.7 % |
| 2006 (06-07) | | 100 % | 88.4 % |
| 2007 (07-08) | | 100% | 94.8 % |

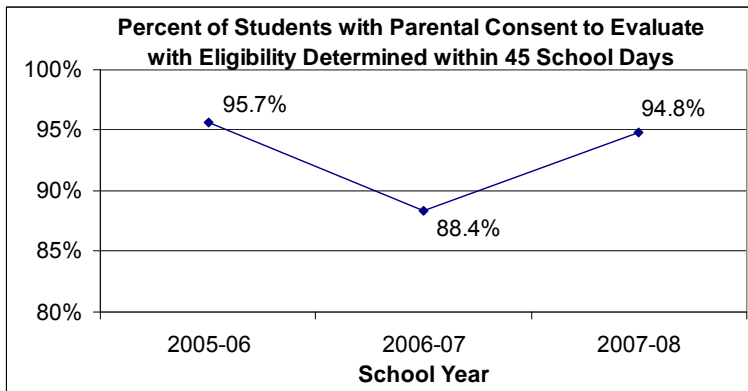


Table 1 accounts for students who were removed due to the exceptions under 34 CFR 300.301 (d)

Table 1

| Why removed | Count |
|--|-----------|
| Parent repeatedly failed to produce child for evaluation | 66 |
| Parent withdrew consent | 6 |
| Student moved or withdrew during process | 8 |
| Total: | 80 |

Table 2 reports the number of students who were found eligible late, the number of days late and the reason they were late.

Table 2

| Eligible and longer than 45 school days | | |
|--|--|----------------------|
| # of days late | Reason | # of students |
| Eligibility within 46-50 school days | Evaluator unable to test due to weather | 4 |
| Eligibility within 46-50 school days | Other (i.e. scheduling, waiting on reports, family emergencies, custody) | 66 |
| Eligibility within 51-60 school days | Evaluator unable to test due to weather | 3 |
| Eligibility within 51-60 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 42 |
| Eligibility within 61-70 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 12 |
| Eligibility longer than 70 school days | Evaluator unable to test due to weather | 1 |
| Eligibility longer than 70 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 16 |
| | Total Late | 144 |

Table 3 reports the number of students who were found ineligible late, the number of days late and the reason they were late.

Table 3

| Not eligible and longer than 45 school days | | |
|--|--|----------------------|
| # of days late | Reason | # of students |
| Eligibility within 46-50 school days | Other (i.e. scheduling, waiting on reports, family emergencies, custody) | 6 |
| Eligibility within 51-60 school days | Evaluator unable to test due to weather | 2 |
| Eligibility within 51-60 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 13 |
| Eligibility within 61-70 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 4 |
| Eligibility longer than 70 school days | Evaluator unable to test due to weather | 1 |
| Eligibility longer than 70 school days | Other(i.e. scheduling, waiting on reports, family emergencies, custody) | 9 |
| | Total Late | 35 |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska did not reach its target of 100% for this indicator. However, the FFY 2007 data of 94.8% shows progress from the FFY 2006 data of 88.4%. Many of the evaluations that were not completed timely were due to evaluators being unable to test due to weather. Most of our school districts do not have specialists on staff and rely on contracts with limited itinerant providers. Due to the remoteness of many of our schools, being able to test is contingent on being able to get to the site. These factors are out of the districts' control.

Correction of Noncompliance Identified in FFY 2006:

| FFY | # of Findings of Noncompliance made with Indicator 11 | # of Findings Verified as Corrected within One Year |
|------------|--|--|
| 2006 | 6 | 6 |

In addition to requiring implementation of corrective action plans and verifying correction by reviewing additional district data, EED also ensured that all referred students received evaluations, even if not within the timeline.

Improvement Activities Completed in FFY 2005-2007

5. The Department provided a one day training session for all districts having to submit data for this SPP submission.

Status of APR Improvement Activities /Timelines/Resources for Indicator 11 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|------------------------------------|---|--|
| 1. The Department monitors each district's administrative policies to ensure they are in compliance. As a regular monitoring activity, the monitoring team looks at student monitoring standards in the individual eligibility documents being monitored. | Ongoing | Title VI-B & 619 Administrative Discretionary Funding | Continuing Twelve - Fifteen districts are monitored each year. Revised |
| 2. The Alaska Special Education Handbook is posted on the Department's website at www.eed.state.ak.us to provide guidance for all districts. Each update that is being done to the handbook is being sent out to all districts along with a memo explaining the changes. | Ongoing Revised Fall of 2007 | Title VI-B & 619 Administrative Discretionary Funding | Continuing Completed. The State Special Education Handbook was revised in December 2007. Continuing Revised |
| 3. The State Directors' Conference has a specific breakout section on the State Performance Plan, data collection, and reporting for indicator 11. | Annual | Discretionary Funding | Continuing Completed at the State Directors' Conference in September 2007 Revised |
| 4. EED's Special Education data manager provides technical assistance to all districts to improve data collection. | Ongoing Annual Fall | 1 FTE data manager and VI-B Funding | Continuing |
| 6. The Department will provide training to all districts at the Annual Statewide Special Education Conference (ASSEC) & Special Education Directors Conference about the SPP/APR data submissions. | Annual | Title VI-B & 619 Administrative Discretionary Funding | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. |

| | | | |
|---|-------------------------|---|--|
| | | | Revised |
| 7. The Department will monitor the district administrative policies to ensure they are meeting Child Referral and Evaluation standards including compliance with these standards. | Annual | 3 FTE, Discretionary, and Administrative funds. | Continuing Twelve - Fifteen districts are monitored each year. Revised |
| 12. EED is developing an online e-Learning module on how to write an Eligibility Summary and Evaluation Report (ESER) and developed sample videos on holding an ESER meeting. | New FFY 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |
| 13. The Department is developing online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New FFY 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |
| 14. The department provides 1-day training including focused technical assistance to districts who were in Needs Intervention based on performance in this indicator. | New Annual | Discretionary, Administrative, and VI-B Funding | Continuing |
| | | | |
| LEA Improvement Activities | Timelines | Resources | Status |
| 1. The LEA will coordinate a planning meeting to implement the RTI model. | FFY 2008 | LEA Sped Director | New |
| 2. The LEA (Sped. Director) will coordinate with the Superintendent to establish coordination time to address district requirements. | FFY 2008 | LEA Sped Director | New |
| 3. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools. | FFY 2008 | LEA Sped Director | New |
| 4. The LEA has instituted mandatory Special Education Meetings weekly to provide an avenue for collaboration and information sharing. | FFY 2008 | LEA Sped Director | New |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07) [If applicable]

1. Added SEA improvement activities 12-14 to APR and SPP.
2. Added LEA improvement activities 1-4 to APR and SPP.
3. Timelines and status of Improvement Activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Measurement:

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

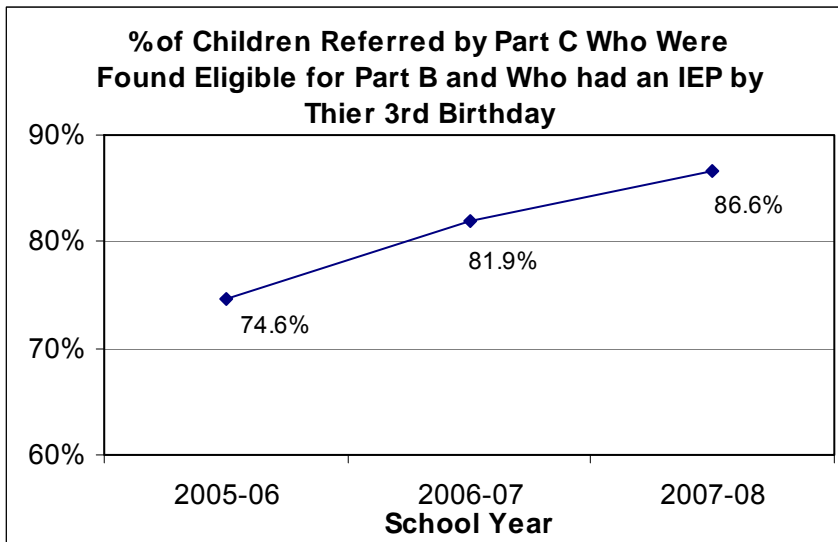
Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

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

Applied: $[174 / (248 - 20 - 27)] * 100 = 86.6\%$

Measurable and Rigorous Targets and Actual Target Data for FFY 2007:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 82.9 % | | |
| 2005 (05-06) | | 100 % | 74.6 % |
| 2006 (06-07) | | 100 % | 81.9 % |
| 2007 (07-08) | | 100% | 86.6% |



| Reasons why IEP's were not in Place by 3rd Birthday (children included in a but not included in b, c or d) | # of Students |
|---|----------------------|
| Late referral by ILP (Infant Learning Program) | 0 |
| No 90 day transition meeting | 0 |
| Other (weather, custody issues, specialist not available for evaluation, parent rescheduled, etc.) | 27 |
| Eligibility of Students Determined after 3rd Birthday | |
| Total Eligible but late | 25 |
| Total Not Eligible but late | 2 |

| Range of Days Late for Eligible Children | # of Students |
|---|----------------------|
| 0-10 | 9 |
| 11-30 | 8 |
| 31-60 | 5 |
| >60 | 3 |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Alaska's data for this indicator demonstrates progress from the FFY 2006 data of 81.9%. This is due to implementation of corrective action plans and technical assistance for districts who did not demonstrate compliance in FFY 2006. In addition, six district determinations reflected district performance on this indicator and those districts were required to implement additional activities based on those determinations. A preliminary review of data for determinations for FFY 2007 shows significant progress in several of those districts and increases in the five largest districts in the state which serve 73.6% of the Alaska's special education population.

The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that is submitted to the Department on an annual basis. For this indicator each district provides a list of all children referred from Part C to Part B in the reporting year. For each child reported, the district reports the following data: child's birthday, IEP date, and when applicable the reason why the IEP was not in place by their third birthday.

Alaska has not reached the 100 % target, but we feel that we are making good progress in doing so. The goal of EED is to reach the mandated target of 100%.

Fourteen of the 54 school districts in our state did not report 100% for this indicator for FFY 2007. Correction of the findings made in those districts will be reported in the FFY 2008 APR.

Correction of Noncompliance Identified in FFY 2006:

| FFY | # of Findings of Noncompliance made with Indicator 12 | # of Findings Verified as Corrected within One Year |
|------------|--|--|
| 2006 | 12 | 12 |

In addition to requiring implementation of corrective action plans and verify correction by reviewing additional district data, EED also ensured that all referred students received evaluations and, when applicable, IEPs, even if not within the timeline.

Improvement Activities Completed in FFY 2005-2007

| |
|---|
| 4. ATTI provided training and technical assistance support to foster sustainable community transition teams. The state currently has seventeen communities that have received the training. |
| 10. The Alaska Transition Training Initiative (ATTI participated in the GSEG process to provide input. As part of the organization of trainings, community agencies have been asked to include a parent who is going through, or has recently completed the transition process on their team. . |
| 13. ATTI provided half day technical assistance in April to Juneau, Partnerships for Families and Children leadership council. Their action plan is divided into four areas including program development and grants writing, behavioral health outreach, public advocacy, and transition/school district outreach. A copy of the work plan is on file. |
| 14. Anchorage was provided additional information on child preparation strategies. |
| 15. Nome was provided a template for developing a family friendly poster and directory of resources. Nome was also provided information on some grant opportunities. |
| 16. Wrangell was provided information and support to help reorganize the local transition team. |
| 17. ATTI provided training to 44 individuals. |
| 18. ATTI distributed two editions of the Transition Tidbits newsletter to approximately 200 individuals. |

Status of APR Improvement Activities/Timelines/Resources for Indicator 12 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|---|---|------------|
| 1. The Department of Education & Early Development in collaboration with the Department of Health and Social Services (Part C) provides training to districts with regards to transition. | Ongoing RSA to Health & Social Services | Discretionary Funding | Continuing |
| 2. ATTI has been providing training and technical assistance to community teams including parents, ILP providers, school districts, and Head Start agencies. | Annual | \$50,000 per year Discretionary, Administrative, and VI-B Funding. | Continuing |
| 3. The goals of ATTI are to participate in statewide collaborative transition planning and policy development. | Ongoing | Discretionary Funding | Continuing |
| 5. ATTI will have a training team that consists of highly qualified team members that provide training and technical assistance. The team members will represent people involved with transitions. The training team consists of 4 parents, 1 Head Start representative, 1 ILP representative, and 3 school district personnel. | Ongoing | Discretionary Funding | Continuing |

| | | | |
|---|---|--|---|
| 6. ATTI also promotes statewide knowledge and understanding of current early childhood transition practices. | Ongoing | Discretionary Funding | Continuing |
| 7. ATTI will develop a newsletter to be sent out three times a year. | 3 times per year | Discretionary Funding | Continuing |
| 8. ATTI will also provide a table top display at statewide conferences. | Annual | Discretionary Funding | Continuing These are annual conferences. NCLB happens in January, ASSEC happens in February and the Directors' Conference is in September. |
| 9. ATTI also includes families in the transition planning process at every level. They provide information on parent involvement including legal requirements and the use of transition plan checklist forms. | Ongoing | Discretionary Funding | Continuing |
| 11. The Department monitors each district's administrative policies to ensure they are in compliance. Onsite monitoring activities promote inclusive settings. As a regular monitoring activity, the monitoring team looks at the individual IEP being monitored and ensures it meets indicator 12. | Ongoing | 3 FTE Managers Discretionary Funding | Continuing Twelve - Fifteen districts are monitored each year. Revised |
| 12. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Ongoing Monthly- Ed. Committee, Annual- SEAP. | Discretionary Funding EED staff | An Educational committee meets on a monthly basis. The SEAP is reviewed on an annual basis. Revised |
| 19. ATTI will provide training to all districts at the Annual Statewide Special Education Conference (ASSEC) about the Early Childhood Transitions. | New -Feb.2008 | Discretionary Funding | Continuing This is an annual conference. ASSEC happens in February. |
| 20. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 21. The Alaska Special Education Handbook is posted on the Department's website at www.eed.state.ak.us to provide guidance for all districts. Each update that is being done to the handbook is being sent out to all | Ongoing Revised Fall of 2007 | Title VI-B & 619 Admin. Discretionary Funding | Continuing The State Special Education Handbook was revised in December 2007. Revised |

| | | | |
|--|---|---|---|
| districts along with a memo explaining the changes. | | | |
| 22. EED in collaboration with HSS is developing a online e-Learning module Transitions from Part C to Part B. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 23. EED is developing a online e-Learning module on how to write an Eligibility Summary and Evaluation Report (ESER) and developed sample videos on holding an ESER meeting. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 24. The Department is developing an online e-Learning module on how to develop an IEP and developed sample videos on holding an IEP meeting. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 25. ATTI has trained over 75 teams in communities throughout Alaska. | New | Discretionary Funding | Continuing |
| 26. ATTI has provided follow-up technical assistance and training to over 25 community teams. | New | Discretionary Funding | Continuing |
| 27. The department provides 1-day training including focused technical assistance to districts who were in Needs Intervention based on performance in this indicator. | New Annual | Discretionary, Administrative, and VI-B Funding | Continuing |
| 28. The State Directors' Conference has a specific breakout section on the State Performance Plan, data collection, and reporting for indicator 12. | New Annual | Discretionary Funding | Continuing Completed at the State Directors' Conference in September 2007 Revised |
| | | | |
| LEA Improvement Activities | Timelines | Resources | Status |
| 1. The LEA and all Memorandum of Agreement Members will meet at the Head Start building every two weeks to improve communication and collaboration. | FFY 2008 | LEA Sped Director | New |
| 2. The LEA will provide four monthly ½ hour training sessions to the Memorandum of Agreement Members on Child Find Coordination Activities and | FFY 2008 | LEA Sped Director | New |

| | | | |
|--|----------|-------------------|------------|
| Transitional Procedures. | | | |
| 3. The ILP in collaboration with the LEA will provide a written notice for the need to conduct a transitional meeting between ILP, Head Start and the school district. | FFY 2008 | LEA Sped Director | New |
| 4. The LEA in collaboration with ATTI will provide training for those working with preschool and ILP staff and emphasis on timelines including reasonable time between referral and consent. | FFY 2008 | LEA Sped Director | New |
| 5. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools. | FFY 2008 | LEA Sped Director | New |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)
[If applicable]

1. Added SEA improvement activities 22-28 to APR and SPP.
2. Added LEA improvement activities 1-5 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))

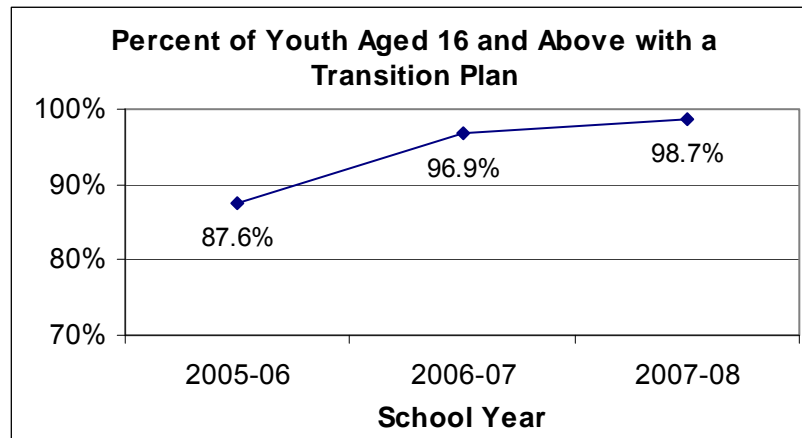
Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times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

Applied:

$(3367/3413) * 100 = 98.7\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2005 (05-06) | 87.6 % | 100 % | 87.6 % |
| 2006 (06-07) | | 100 % | 96.9% |
| 2007 (07-08) | | 100 % | 98.7 % |



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska did not meet its target of 100% for this indicator, but we showed significant progress in moving toward the 100% target. Nine districts did not reach the 100% target and were issued findings of noncompliance. Six districts had 95% or above. These six districts also comprised 65% of the total special education population for Alaska. Of the remaining three districts: one district was between 90% & 95% comprising 11.5% of the total special education population, one district was between 80% & 90% comprising .4% of the total special education population, and one district was below 75 % comprising .1% of the total special education population for Alaska. The State of Alaska will continue to strive to reach the 100% target.

Correction of Noncompliance Identified in FFY 2006:

| FFY | # of Findings Made Related to Indicator 13 | # of Findings Verified as Corrected within One Year |
|------|--|---|
| 2006 | 16 | 16 |

In addition to requiring implementation of corrective action plans and verifying correction by reviewing additional district data, EED also required the correction of each individual instance of noncompliance.

Improvement Activities Completed in FFY 2005-2007

| |
|---|
| 7. The Department provided one day training to all districts having to submit data for this SPP submission. |
| 2. Alaska Transitions Outcome Project (ATOP) was a three-stage project that trained faculty, students with disabilities, and students without disabilities the skills needed for adult life (or in the case of faculty, how to teach these skills). Stage One consisted of a pre and post onsite assessment of a district by a secondary transition specialist to determine its specific strengths and weaknesses with regard to preparing students with disabilities for adult life. Any weaknesses must be corrected. Next, districts participate in an onsite post-assessment to ascertain the status of any areas identified as weaknesses. Stage Two, if weaknesses are corrected, an intensive transition camp is attended by school faculty and select students with and without disabilities. These camps are offered in the spring and fall and are a required activity of the SET for Life Grant recipients. The Transition Camp is a weeklong academic learning experience that focused on skills and techniques to assist students in transition from school to work and school to school. The camp is aligned with Alaska Content Standards and taught by Alaska teachers. The emphasis on the camp is on identifying career interests and planning for career options, using employability skills to develop a work ethic necessary for success in the workplace, acquiring knowledge that contributes to well-being in the workplace, and to develop employability and job-seeking skills that will assist students in effectively making the transition from school to work and life-long learning. This model is used by staff at the Transition Camp to compliment district offerings. Stage Three is a direct grant to the district to implement local transition activities in collaboration with other agencies. Currently, all school districts have attended the transition camps. These have been funded through the state with one option being the Set for Life Grant. Several districts have also participated in a Train the Trainer's Transition camp. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 13(FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|-----------------------------|---|---|
| 1. The Department monitors each district's administrative policies to ensure they are in compliance. Onsite monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at secondary transition student monitoring standards in the individual IEPs being monitored. | Ongoing | Title VI-B & 619 Administrative and Discretionary Funding | Continuing Twelve - Fifteen districts are monitored each year. |
| 3. The Department of Education & Early Development in cooperation with the Department of Labor, Division of Vocational Rehabilitation provides a vocational teacher internship program. The internship includes; 1). An overview of all legislative acts beginning with the Smith-Hughes Act of 1917 through the most recent reauthorization of the Rehabilitation Act of 1973 and it's subsequent amendments. 2). Overview of the Vocational Rehabilitation process: A). Orientation. B). Intake – Including all activities that may occur between intake and eligibility. C). Eligibility – Including Order of Selection, Financial Needs Contribution, Extended Evaluation, Trial Work Period & Support Employment. D). Plan Development – Services on an IPE, Needs Vs. Wants, Partner Agencies/Programs, Paying for services, Informed Choice, etc. E). Case Closures – Rehabilitated and Other that Rehabilitated. 3). VR & School Relationships – What we want to accomplish. 4). Appropriate referrals. 5). | Ongoing Annual Summer | VI-B Discretionary | Continuing |

| | | | |
|---|---|--|--|
| <p>Vocational Evaluations – Purpose/uses, Common Instruments used, Situational and Community Based assessments, and Work Samples. 6). A summary of what they can expect to observe while sitting in on appointments with VR Counselors. 7). They are matched up with Vocational Rehabilitation counselors. 8). They participate in vocational evaluation workshops 9). They also visit numerous agencies.</p> <p>At this time, three teachers each summer are provided with a stipend to attend. We are hoping to expand this program to include more teachers. The stipend is provided by EED.</p> | | | |
| <p>4. The Alaska Special Education Handbook is posted on the Department's website at www.eed.state.ak.us to provide guidance for all districts. Each update that is being done to the handbook is being sent out to all districts along with a memo explaining the changes</p> | <p>Ongoing Revised Fall of 2007</p> | <p>Title VI-B & 619 Admin. Discretionary Funding</p> | <p>Continuing The State Special Education Handbook was revised in December 2007. Revised</p> |
| <p>5. The State Directors' Conference has a specific breakout section on the State Performance Plan, secondary transition, and data collection and reporting for indicator 13.</p> | <p>Annual</p> | <p>Discretionary Funding</p> | <p>Continuing Completed at the State Directors' Conference in September 2008 Revised</p> |
| <p>6. EED's Special Education data manager provides technical assistance to all districts to improve data collection.</p> | <p>Ongoing</p> | <p>1 FTE Data Manager and VI-B Funding</p> | <p>Continuing</p> |
| <p>8. The Department will provide training to all districts at the Annual Statewide Special Education and Special Education Directors conferences on the SPP/APR data submissions.</p> | <p>Annual</p> | <p>Title VI-B & 619 Administrative and Discretionary Funding</p> | <p>Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September.</p> |
| <p>9. The Department will monitor the district administrative policies to ensure they are in compliance with the administrative standards concerning MOA's.</p> | <p>Ongoing</p> | <p>Discretionary, Administrative, and VI-B Funding.</p> | <p>Continuing Twelve - Fifteen districts are monitored each year. Revised</p> |
| <p>10. During our Statewide Special Education Directors' Conference, all districts were provided with technical assistance materials for this indicator.</p> | <p>Ongoing Annual Fall</p> | <p>Discretionary, Administrative, and VI-B Funding</p> | <p>Continuing</p> |
| <p>11. The Department is developing an online e-learning course for how to develop an IEP, which</p> | <p>New</p> | <p>SPDG funding VI-B</p> | <p>In</p> |

| | | | |
|--|---|---|--|
| includes writing measurable transition plans for students 16 and older. | In development Expected live by May 2009 | Discretionary | development Expected live by May 2009 |
| 12. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 13. In 2007 ATOP held a trainer of trainer's Transition Camp to help facilitate regional camps throughout the state. Since that time there have been Transition Camps in Kotzebue, Unalaska, and two camps in Fairbanks (collaboration with AK Gateway, Galena, Nenana, Fairbanks Northstar, and Yukon Koyukuk School Districts. The camps all explore Employment/training, Postsecondary education and training, independent Living, Community Participation, Recreation/Leisure along with Community Mapping and Cultural components to give students and staff exposure and experience with real life situations. To date ATOP Transition Camps have served 45 district teams consisting of; 1 special education teacher, 1 support staff parent or community partner, 3 special education students, and 1 regular education student. Over the past 6 years the camps have moved to a regional location to take into account the needs of the students in their own communities with the focus on immediate access to local resources within the community through collaboration with Department of Labor, Department of Vocational Rehabilitation, Department of Tribal Vocational Rehabilitation, local community businesses, and elders. | 2007-2008 New | Alaska Mental Health Trust Authority, State General Funds and IVB Discretionary | Continuing |
| 14. The department will provide a 1-day training including focused technical assistance to districts who are in Needs Intervention based on performance in this indicator. | New Annual | Discretionary, Administrative, and VI-B Funding | Continuing |
| 15. EED will be developing a online e-learning module on Secondary Transition. | New FFY 2009 | SPDG funding | Spring, Fall 2009 |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

[If applicable]

1. Added SEA improvement activities 11-15 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

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

Competitively employed = 186

+ Enrolled in post-secondary school = 51

+ Both = 94

+ Total employed, enrolled in post-secondary school or both

= 331

Total Respondents = 479

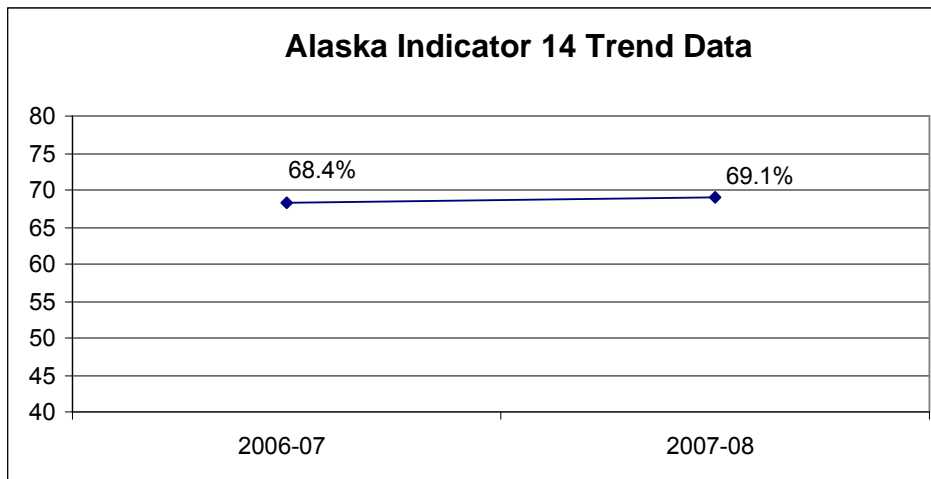
Applied: $(331/479) \times 100 = 69.1\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|------------|----------|--------|--------|
| 06 (06-07) | 68.4% | | |
| 07 (07-08) | | 69.4% | 69.1% |

Baseline data collected in FFY 2006 demonstrated slightly over 68% of respondents were engaged in work, school, or both at the time of data collection. The State of Alaska set a target goal of 69.4% for FFY 2007 respondents. FFY 2007 results reveal 69.1% of respondents were productively engaged in work, school, or both at the time of data collection. Chart 1 below graphs the slight increase from last year to this year.

Chart 1: Trend Data for Indicator 14.



Discussion of Current Year Data:

For FFY 2007, 69.1% of respondents were engaged in school, work, or both activities simultaneously. An analysis of the Respondent Group indicates that they are representative of the Target Population within a +/- 3% range, except for minorities, dropouts, and Alaska Natives who are slightly underrepresented and Caucasians, who are slightly overrepresented. Table 1 below displays the number and percentage of respondents engaged in school, work, both, or neither.

| Table 1: Frequency and Percentage of Respondents Engaged in School, Work, Both, or Neither | | |
|---|------------------|--------------|
| | <i>frequency</i> | <i>%</i> |
| Both School and Work | 94 | 19.6% |
| School Only | 51 | 10.6% |
| Work Only | 186 | 38.8% |
| Total Employed, in School or Both | 331 | 69.1% |
| Neither School nor Work | 148 | 30.9% |
| Total | 479 | 100% |

Validity and Reliability of the Data

Finding all the appropriate Respondents: EED provided a contractor with the names and a number of demographic variables for each student on an IEP who exited school in 2006-2007. All directors of special education in each school district were contacted to verify the information and solicit phone numbers, addresses, and post-secondary goals listed on the students' IEPs. The contractor employed additional strategies to identify and locate all potential respondents.

Response Rate and Representativeness of the Respondents: A 49.9% response rate is a relatively strong rate of return for telephonic surveys. Table 2, Table 3, and Table 4 below display representativeness of respondents by disability categories, select demographic categories, and ethnicity. Minorities and Dropouts were slightly underrepresented at minus 6.4% and minus 4.5 % respectively. Caucasians are slightly overrepresented at 6.5 percent and Alaska Natives are slightly underrepresented by minus 6.2 %. All other subgroups were represented within +/- 3% of the target population.

| Table 2: Representativeness of Respondents – Disability Categories | | | |
|---|----------------------------|-----------------------------|--------------------------|
| | <i>% of Population (n)</i> | <i>% of Respondents (n)</i> | <i>Difference</i> |
| Learning Disabled | 61.63% (591) | 63.39% (303) | 1.76% |
| Emotionally Disturbed | 7.92% (76) | 5.86% (28) | -2.07% |
| Mental Retardation | 8.34% (80) | 7.74% (37) | -0.60% |
| All Other Disability Categories (low incidence) | 22.11% (212) | 23.01% (111) | 0.91% |
| Totals | 100% (959) | 100% (479) | |

| Table 3: Representativeness of Respondents – Select Demographic Categories | | | |
|---|----------------------------|-----------------------------|-------------------|
| | <i>% of Population (n)</i> | <i>% of Respondents (n)</i> | Difference |
| Female | 33.58% (322) | 34.10% (163) | 0.52% |
| Minority | 49.53% (475) | 43.10% (206) | -6.43%* |
| Limited English Proficiency (LEP) | 13.87% (133) | 11.51% (55) | -2.36% |
| Dropouts | 25.86% (248) | 21.34% (102) | -4.52%* |

* Response greater than +/- 3% indicates presence of possible response/non-response bias.

| Table 4: Representativeness of Respondents – by Ethnicity | | | |
|--|----------------------------|-----------------------------|-------------------|
| | <i>% of Population (n)</i> | <i>% of Respondents (n)</i> | Difference |
| Caucasian | 50.5% (484) | 56.9% (273) | 6.52%* |
| African-American | 5.8% (56) | 6.0% (29) | 0.2% |
| Hispanic | 2.5% (24) | 2.9% (14) | 0.4% |
| Asian | 3.4% (33) | 2.7% (13) | -0.7% |
| American Indian | 2.0% (19) | 2.1% (10) | 0.1% |
| Alaska Native | 32.9% (316) | 26.7% (128) | -6.2%* |
| Hawaiian and Pacific Islander | 0.3% (3) | 0.6% (3) | 0.3% |
| Multi-Ethnic | 2.5% (24) | 1.8% (9) | -0.6% |

* Response greater than +/- 3% indicates presence of possible response/non-response bias.

Table 5 displays the number and percentage of respondents engaged in work, school, both, or neither disaggregated by ethnicity. In the last column it provides the total percent engaged in work, school, or both work and school by each ethnic category. For example, 76% of Caucasian respondents reported working, being enrolled in school, or both.

| Table 5: Frequency and Percentage of Respondents Engaged in School, Work, Both, or Neither by Ethnicity | | | | | | |
|---|------------|-------------|----------------------|------------|------------|-------------------|
| | Work Only | School Only | Both School and Work | Neither | Totals | SPP/APR % Engaged |
| White | 120 (44.%) | 30 (11.0%) | 58 (21.2%) | 65 (23.8%) | 273 | 76% |
| Hispanic | 3 (21.4%) | 3 (21.4%) | 4 (28.6%) | 4 (28.6%) | 14 | 71% |
| Black | 6 (20.7%) | 3 (10.3%) | 12 (41.4%) | 8 (27.6%) | 29 | 72% |
| Asian | 6 (46.2%) | 1 (7.7%) | 1 (7.7%) | 5 (38.5%) | 13 | 62% |
| American Indian | 2 (20%) | 0 (0%) | 2 (20%) | 6 (60%) | 10 | 40% |
| Alaskan Native | 46 (35.9%) | 11 (8.6%) | 15 (11.7%) | 56 (43.8%) | 128 | 56% |
| Hawaiian Native or Pacific Islander | 0 (0%) | 2 (66.7%) | 0 (40%) | 1 (33.3%) | 3 | 67% |
| Mixed-Ethnicity | 3 (33.3%) | 1 (11.1%) | 2 (22.2%) | 3 (33.3%) | 9 | 67% |
| Totals | 186 | 51 | 94 | 148 | 479 | |

Chart 2: Engagement by Ethnicity

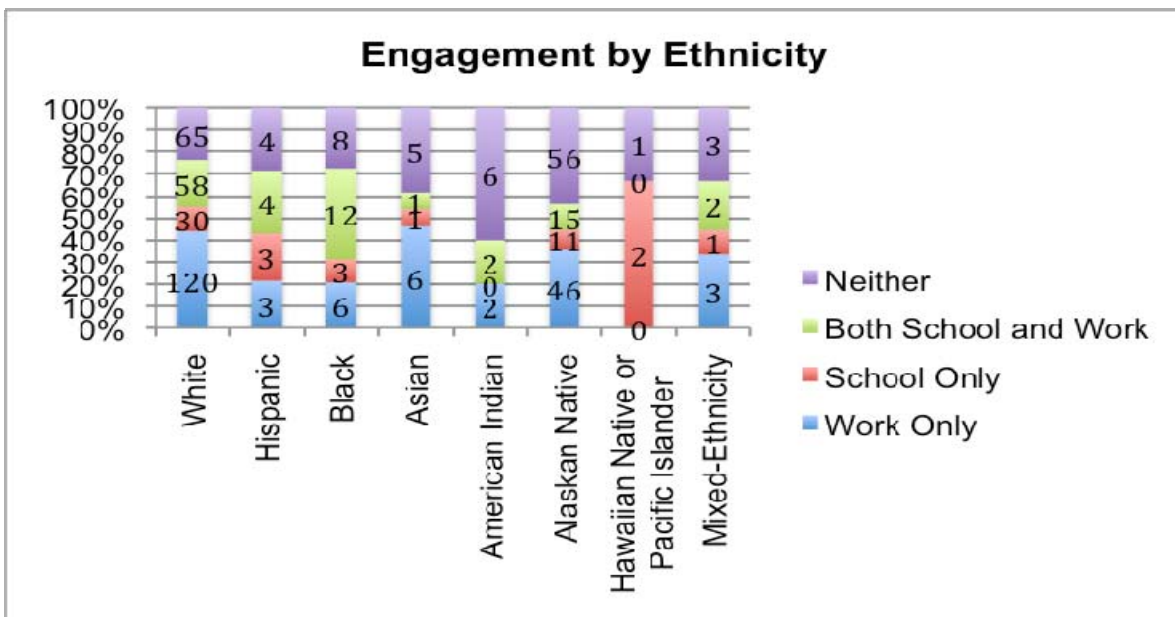
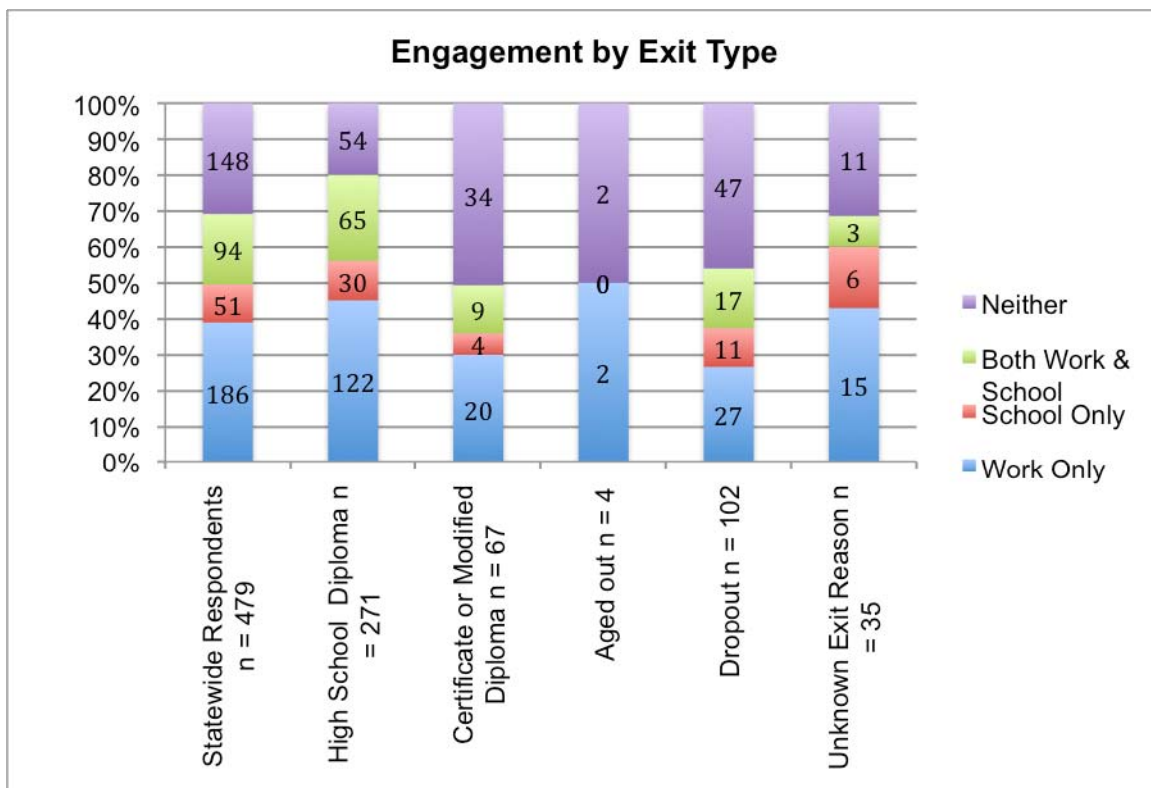


Table 6 displays the number and percentage of respondents engaged in school, work, both, or neither disaggregated by exit type. Eighty percent of respondents who graduated with a high school diploma were working, in school, or both at the time of the survey.

| | Work Only | School Only | Both School and Work | Neither | Totals | SPP/APR % Engaged |
|---------------------------------|------------|-------------|----------------------|------------|------------|-------------------|
| High School Diploma | 122 (45%) | 30 (11.1%) | 65 (24.0%) | 54 (19.9%) | 271 | 80% |
| Certificate or Modified Diploma | 20 (29.9%) | 4 (6.0%) | 9 (13.4%) | 34 (50.7%) | 67 | 49% |
| Aged Out | 2 (50%) | 0 (0%) | 0 (0%) | 2 (50%) | 4 | 50% |
| Dropped Out | 27 (26.5%) | 11 (10.8%) | 17 (16.7%) | 47 (46.1%) | 102 | 54% |
| Unknown Exit Reason | 15 (42.9%) | 6 (17.1%) | 3 (8.6%) | 11 (31.4%) | 35 | 69% |
| Totals | 186 | 51 | 94 | 148 | 479 | |

Chart 3: Engagement by Exit Type



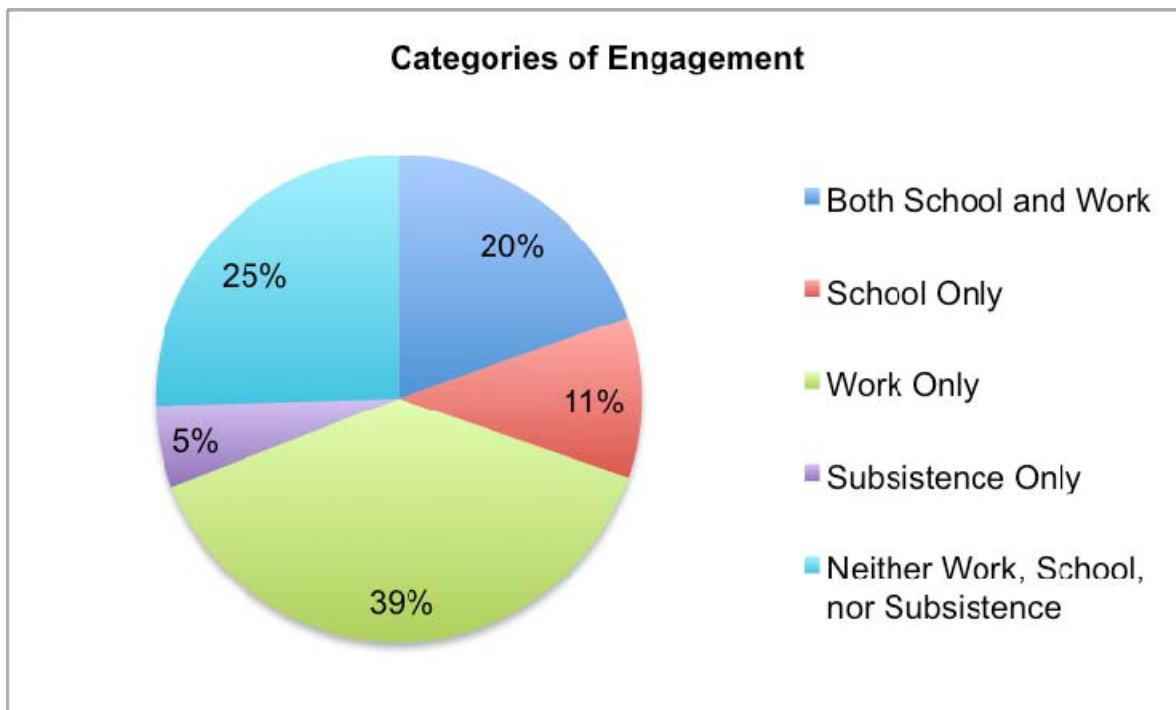
Additional Data

Table 7 includes data that was not included in the results discussed above because it did not meet Alaska’s definition of competitive employment. It is important to recognize that a portion of our population is engaged in subsistence activities due to the lack of employment opportunities in villages and rural communities. Forty-seven individuals reported being involved in subsistence activities that required 35 or more hours a week, however only 26 of those respondents were engaged in subsistence activities only, and not in school or employed elsewhere. As Table 7 demonstrates, if subsistence activities were considered to be competitive employment, Alaska’s engagement rate would increase from 69.1% to 74.5%.

| Table 7: Frequency and Percentage of Respondents Engaged in School, Work, Both, or Neither | | |
|---|------------------|-------------|
| | <i>frequency</i> | <i>%</i> |
| Both School and Work | 94 | 19.6% |
| School Only | 51 | 10.6% |
| Work Only | 186 | 38.8% |
| Subsistence Only | 26 | 5.4% |
| Total Employed, in School, Both, or Engaged in Subsistence | 357 | 74.5% |
| Neither School nor Work | 122 | 25.5% |
| Total | 479 | 100% |

Chart 4 below displays percentages of engagement that include subsistence activities that required 35 or more hours a week.

Chart 4: Categories of Engagement, Including Subsistence



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska has not reached its target for this indicator, but the data demonstrate a slight increase of seven-tenths of a percentage point from the previous year. This increase was three-tenths of a percentage point below the target goal. Considering the small number of respondents, the difference measured in tenths of a percentage point indicates a stable and consistent result from the previous year.

Improvement Activities Completed in FFY 2005-2007

None at this time

Status of APR Improvement Activities/Timelines/Resources for Indicator 14 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|------------------------------------|--|--|
| 1. Gather stakeholders annually to review survey results and targets and revise improvement activities. | Spring 08 and annually thereafter | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 2. Work with contractor to maintain or improve survey return rate. | Spring 08 and annually thereafter | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 3. Share survey results with LEAs to increase awareness of post-school school outcomes and connect transition activities with successful outcomes. | January 08 and annually thereafter | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 4. Consult with NPSO to review state practices. | January 08 and annually thereafter | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 5. The State Directors' Conference has a specific breakout section on Post Secondary Outcomes. | Annual Fall | Discretionary, Administrative, and VI-B Funding. | Continuing Completed at the State Directors' Conference in September 2007, 2008 |
| 6. The Department will provide training to all districts at the Annual Statewide Special Education Conference (ASSEC) & Special Education Directors' Conference on the SPP/APR data submissions for indicator 14. | Annual | Discretionary, Administrative, and VI-B Funding. | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. Revised |
| 7. The Alaska Special Education Handbook is posted on the Department's website at www.eed.state.ak.us to provide guidance for all districts. Each update that is being done to the | Ongoing Revised Fall of 2007 | Title VI-B & 619 Admin. Discretionary | Continuing The State Special Education |

| | | | |
|---|---|---|---|
| handbook is being sent out to all districts along with a memo explaining the changes | | Funding | Handbook was revised in December 2007. Revised |
| 8. During our Statewide Special Education Directors Conference, all districts were provided with technical Assistance materials for this indicator. | New -Ongoing Annual Fall | Discretionary, Administrative, and VI-B Funding | continuing |
| 9. Each Alaskan exiting special needs student was sent a post card announcing the survey to follow. | New summer 2008, Annually to follow | Title VI-B & 619 Administrative Discretionary Funding | Continuing annually |
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 11. The Department is developing an online e-Learning module on how to develop an IEP and has developed sample videos on holding an IEP meeting. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07):
[If applicable]

1. Added SEA improvement activities 9-11 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # 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.

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

Applied: a. = 1,425

b. = 1,424

1,424/1,425 * 100 = 99.9%

Measurable and Rigorous Targets and Actual Target Data for FFY 2007:

| FFY | Baseline | Target | Actual |
|------------------|----------|--------|--------|
| FFY 2004 (04-05) | 70.1 % | | |
| FFY 2005 (05-06) | | 100 % | 92.1 % |
| FFY 2006 (06-07) | | 100 % | 99.7 % |
| FFY 2007 (07-08) | | 100 % | 99.9 % |

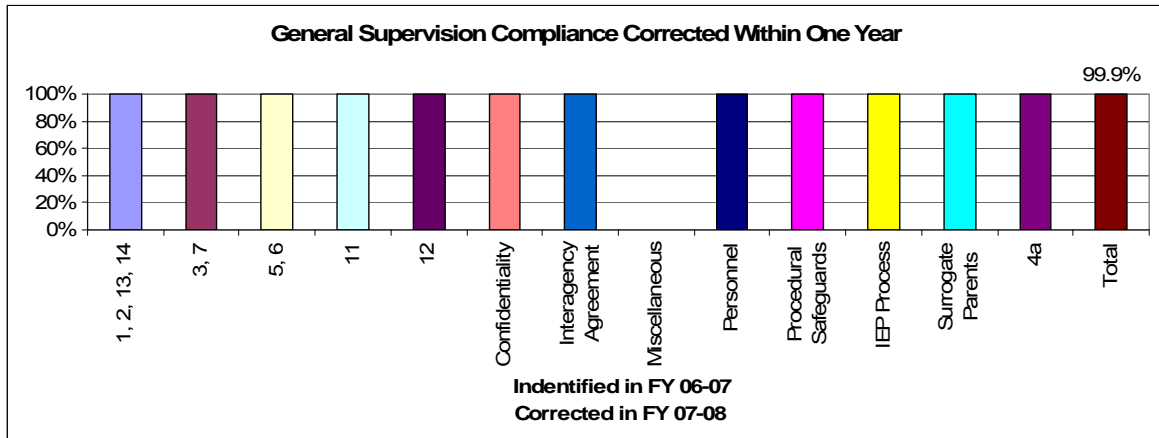


Table 1- B15 Worksheet FFY 2007

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07) | (a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|--|--|---|---|--|
| 1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 25 | 63 | 63 |
| 13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals, and transition services that will reasonably enable student to meet the post-secondary goals. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. | Dispute Resolution: Complaints, Hearings | 1 | 1 | 1 |
| 3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 0 | 0 | 0 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 12 | 39 | 39 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| 5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 8 | 8 | 8 |
| | Dispute Resolution: Complaints, Hearings | 1 | 1 | 1 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07) | (a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|---|--|---|---|--|
| 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 representation of racial and ethnic groups in special education that is the result of inappropriate identification. | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 0 | 0 | 0 |
| 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 | 18 | 567 | 567 |
| | Dispute Resolution: Complaints, Hearings | 2 | 2 | 2 |
| 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 | 21 | 30 | 30 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Confidentiality | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 12 | 21 | 21 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07) | (a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|--|--|---|---|--|
| IEPs/The IEP Process | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 12 | 653 | 653 |
| | Dispute Resolution: Complaints, Hearings | 2 | 13 | 13 |
| Surrogate Parents | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 5 | 5 | 5 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Interagency Agreements | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 11 | 11 | 11 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Procedural Safeguards/Prior Written Notice | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 1 | 1 | 1 |
| | Dispute Resolution: Complaints, Hearings | 2 | 3 | 3 |
| Personnel | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 6 | 6 | 6 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Miscellaneous | Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other | 1 | 1 | 0 |
| | Dispute Resolution: Complaints, Hearings | 0 | 0 | 0 |
| Sum the numbers down Column a and Column b | | | 1425 | 1424 |

| Indicator/Indicator Clusters | General Supervision System Components | # of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07) | (a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07) | (b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification |
|---|---------------------------------------|---|---|--|
| Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100. | | | (b) / (a) X 100 = | 99.93% |
| Remaining Noncompliance: The one finding of noncompliance that was not verified as corrected within one year was verified as corrected one year and two weeks from the data of notification of the finding. | | | | |
| Percent of noncompliance corrected within one year and two weeks = 100.0% | | | | |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

The State of Alaska verified that 99.9% of the findings made in FFY 2006 were verified as corrected within one year. While Alaska did not meet the target of 100% for this indicator, the data demonstrate progress from the FFY 2006 data of 99.7%. **As reported above, the one finding of noncompliance not corrected within one year was verified as corrected within two weeks of the one-year timeline.**

Alaska conducted onsite monitoring in twelve school districts during FFY 2006 and monitored all 54 districts for IDEA compliance through the collection of APR data and Alaska’s dispute resolution processes. Findings made through on-site monitoring are made based on individual child records and review of administrative policies and procedures. Findings made through the APR data collection are made by grouped instances of noncompliance with IDEA requirements by district. Correction is required of all individual instances of noncompliance, when possible. In addition, if the individual instance of noncompliance cannot be corrected (i.e., timeline sensitive requirements), Alaska requires districts to ensure that students received evaluations, IEPs, procedural safeguards, etc. were provided although not within timelines and follows up to ensure they were provided. In addition to requiring correction of individual instances of noncompliance, to verify correction of noncompliance, Alaska reviews updated district data to ensure 100% compliance in subsequent data following the implementation of a corrective action plan.

Alaska notifies districts of findings of non-compliance no less than three months following the identification of noncompliance. Written notification of findings of noncompliance includes a one-year timeline for correction and verification of correction. If noncompliance is not verified as corrected within one year of identification or if districts do not comply with corrective actions, Alaska imposes additional corrective actions including sanctions and enforcement actions such as additional reporting requirements, directed use of funds for professional development, communication with district superintendents, and additional onsite monitoring.

For a more detailed description of Alaska’s monitoring process please refer to the SPP indicator 15.

Improvement Activities Completed in FFY 2005-2007

None at this time.

Status of APR Improvement Activities /Timelines/Resources for Indicator 15(FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|--------------------------|---|--|
| 1. Alaska will continue to strive for 100% compliance to all Student File and Administrative File review standards. | Ongoing Fall of 2007 | 3 FTE, Discretionary, and Administrative funds. | Annual Revised |
| 2. A database is used to record, measure, and compare data collected during monitoring activities. This database was updated with IDEA 04. | Current Fall of 2007 | Title VI-B & 619 Administrative Discretionary Funding | Annual |
| 3. As a regular monitoring activity, the monitoring team looks at all monitoring standards. | Continuous | 3 FTE, Discretionary, and Administrative funds. | Annual |
| 4. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. | Ongoing Fall & Winter | Title VI-B & 619 Administrative Discretionary Funding | Annual IDEA & NCLB Conf. |
| 5. The SEA has many professional development conferences that happen throughout the year including the State Special Education Directors' Conference, No Child Left Behind Conference, and the Alaska State Special Education Conference. | Annual | Title VI-B & 619 Administrative Discretionary Funding | Continuing These are annual conferences. NCLB happens in January, ASSEC happens in February and the Directors' Conference is in September. |
| 6. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results. | Ongoing | | |
| 7. To <u>enforce</u> that all corrective actions are completed within one year, the Department now encourages the district to provide corrective action documents within 3 to 6 months of the district's receipt of final monitoring report. | Current | 3 FTE, Discretionary, and Administrative funds. | Continuing |
| 8. To ensure corrective actions are completed, EED has ongoing communication and technical assistance with school districts by follow up on phone calls, emails, letters, and video conferencing when available. | Current | VI-B- and 619 Admin. | Continuing |

| | | | |
|---|---|---|---|
| 9. The Department supports up to 4 staff members to complete district monitoring activities throughout the state. | Ongoing | \$90,000. Funding from VI-B and 619 Discretionary Funding | Continuing Twelve - Fifteen districts are monitored each year. |
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |
| 11. EED in collaboration with HSS is developing a online e-learning module on Transitions from Part C to Part B to increase compliance. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 12. EED is developing an online e-learning module on how to write an Eligibility Summary and Evaluation Report (ESER) to increase compliance. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 13. The Department is developing an online e-learning module for how to develop an IEP to increase compliance. | New In development Expected live by May 2009 | SPDG funding | In development Expected live by May 2009 |
| 14. EED will be developing an online e-learning module on Early Childhood Outcomes how to use forms, collect ECO data etc. to increase compliance. | New FFY 2009 | SPDG funding | Spring, Fall 2009 |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)
[If applicable]

1. Added SEA improvement activities 10-14 to APR and SPP.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

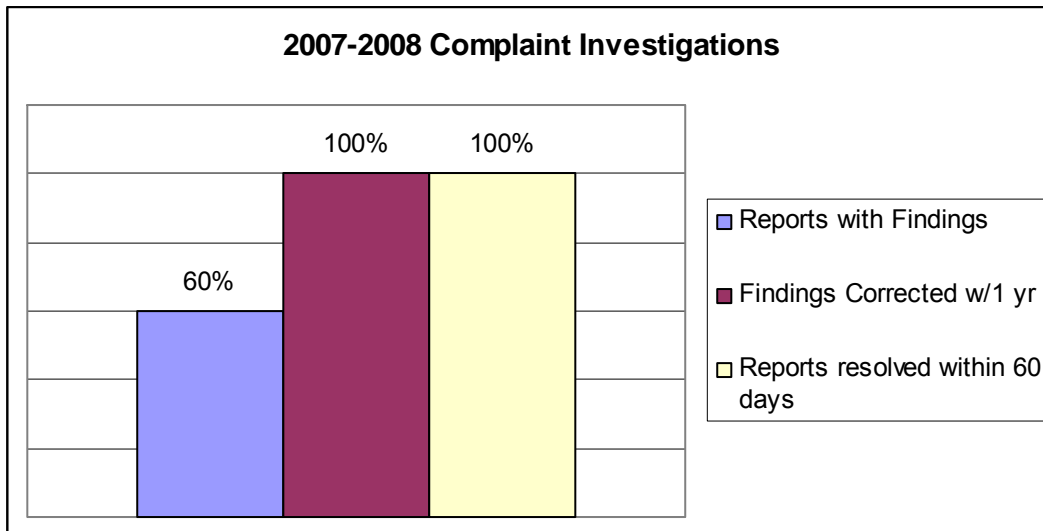
Applied:

1.1 = 5; 1.1(b) = 5; 1.1(c) = 0.

$5 / 5 * 100 = 100\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 100 % | | |
| 2005 (05-06) | | 100 % | 100 % |
| 2006 (06-07) | | 100 % | 100 % |
| 2007 (07-08) | | 100% | 100% |



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Explanation of Progress

EED has maintained its baseline of 100% compliance on this indicator. During the 2007-2008 school year, there were five requests for a complaint investigation. Of the five requests, 100% were completed within the 60 day timeline. Three of the complaints had findings and all findings were completed within one year.

Improvement Activities Completed in FFY 2005-2007

| |
|--|
| 10. The Department has cross trained other program staff to manage the Complaint Investigations. |
| 11. EED added two more new Complaint Investigators to our team. |
| 12. EED provided 1 day of training for a new complaint investigators. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 16 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|--------------------------|--|---|
| 1. EED provides annual training by nationally recognized trainers. | Annual, September | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 2. The state has maintained a rich and active training schedule with staggered trainings between Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. | Annual | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 3. There are several procedures in place to ensure compliance with corrective action. EED has a complaint database to track all information. | Continuous | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 4. EED also has an electronic log that is used to provide and compile ongoing information about complaint investigations. This log is also posted on our website at www.eed.state.ak.us/tls/SPED . | Current Updated Annually | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 5. Follow up telephone calls and letters are sent to Special Education Directors and, if needed, the Superintendents. These phone calls and letters are to ensure that districts are complying with the required corrective actions. | Continuous | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 6. The Department has a protocol in place for assigning complaint investigators, investigating complaints, and writing reports. | Current | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 7. As a regular monitoring activity, the monitoring team will pull the files of students who have had a complaint to make sure districts are in compliance. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 8. The Department will monitor the district administrative policies to ensure they are following administrative standards related to dispute resolution. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing Twelve - Fifteen districts are monitored each year. |

| | | | |
|---|--------------------------|--|------------|
| 9. The Department provides an annual training for complaint investigators, hearing officers, and mediators. | Annual | \$30,000 per year | Continuing |
| 13. EED has contracted with an outside agency to review/train Complaint Investigators on an ongoing basis. | New Fall 2008 | Discretionary, Administrative, and VI-B Funding. \$5,000 | Continuing |
| 14. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

1. Added SEA improvement activities 13-14 to APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Applied:

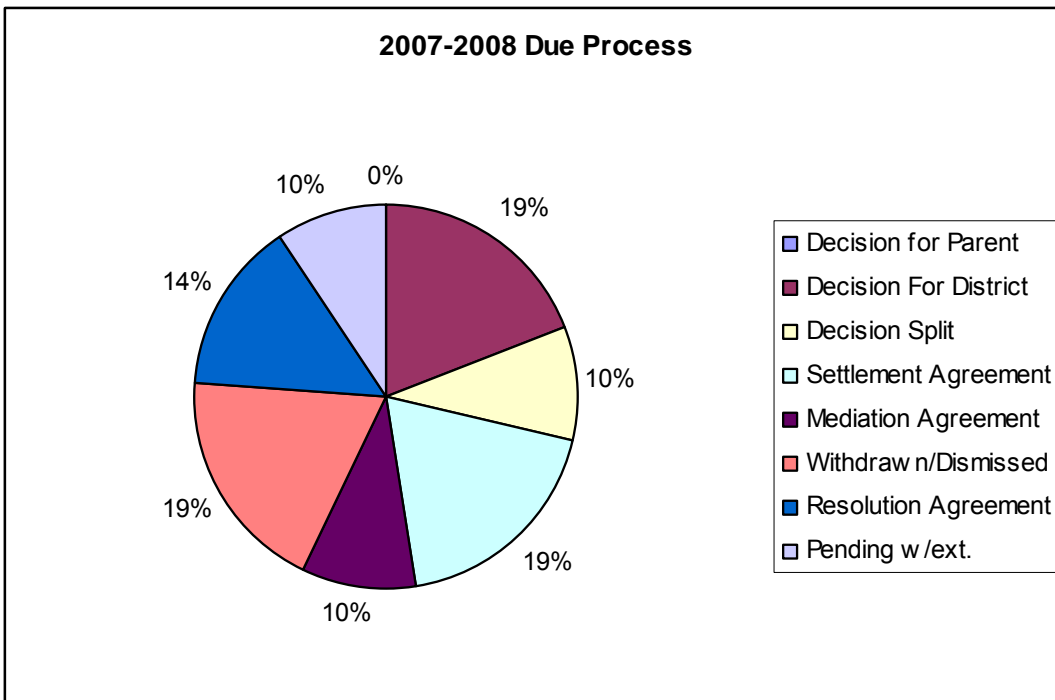
3.2 = 6; 3.2(a) = 0; 3.2(b) = 6

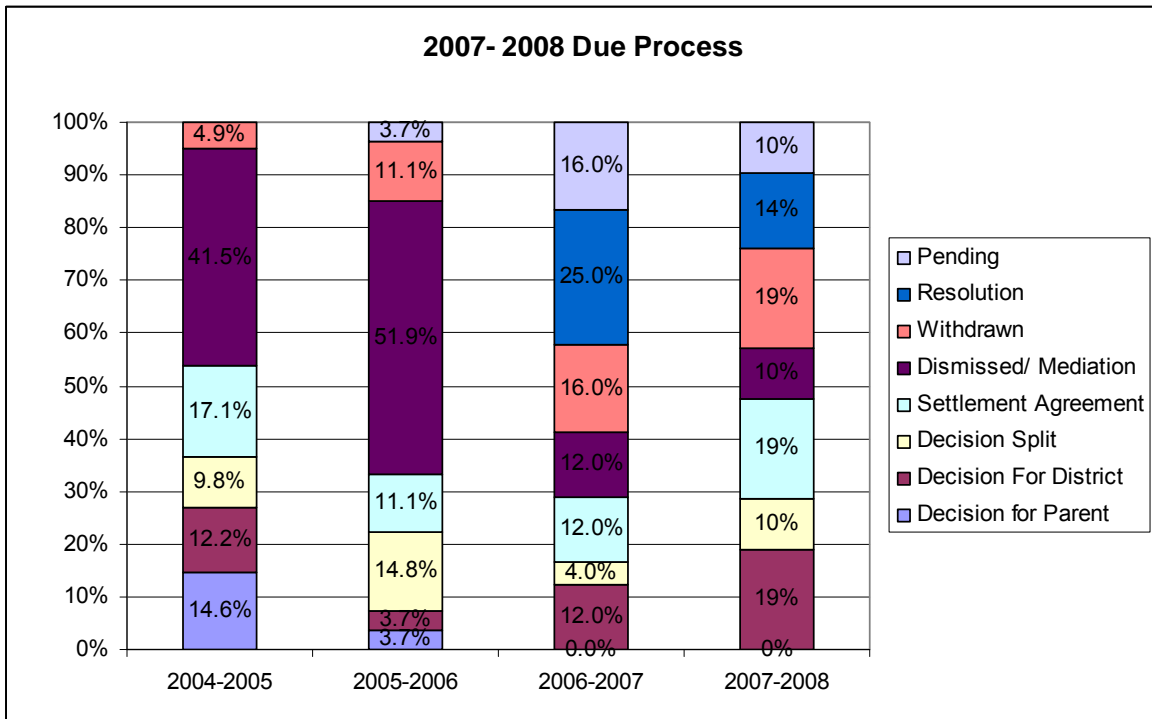
$(0 + 6) / 6 * 100 = 100\%$

(See Attachment 8)

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 100 % | | |
| 2005 (05-06) | | 100 % | 100 % |
| 2006 (06-07) | | 100 % | 100 % |
| 2007 (07-08) | | 100 % | 100% |





Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Explanation of Progress

EED has maintained its performance of 100% compliance on this indicator. Alaska had 21 requests for Due Process Hearings. Six of those requests went to a decision, 4 requests were settled prior to the hearing, 6 were dismissed due to a mediation agreement or resolution agreement, and 4 hearings were withdrawn by the party. At the time of this report, 2 hearings are still pending at request of the parents and/or the district. Proper extensions have been granted.

Improvement Activities Completed in FFY 2005-2007

- | |
|---|
| 7. Complaint investigator/hearing officer training is provided by the Department each year. |
| 8. The Department has cross trained other program staff to manage the Due Process Hearings. |
| 9. EED added two new Hearing Officers to our team. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 17 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|-----------|--|------------|
| 1. EED provides annual training by nationally recognized trainers. Prior to the training, the trainer is provided with all decisions rendered in the previous year. The decisions are reviewed for legal and procedural accuracy. Hearing officers are routinely evaluated by the trainers. The state has maintained a rich and active training schedule with staggered trainings given by Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. | Annual | Discretionary, Administrative, and VI-B Funding. | Continuing |

| | | | |
|--|--------------------------|--|---|
| 2 There are several procedures in place to ensure compliance with corrective action. EED has a due process database to track all information. | Continuous | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 3. EED also has an ongoing log to compile information. This log is posted on our website, with each decision linked to it. www.eed.state.ak.us/tls/SPED . | Current Updated Annually | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 4. The Department has seven independent hearing officers with an average of 10-15 years of experience in special education hearings. | Current | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 5. As a regular monitoring activity, the monitoring team will pull the files of students who have had a due process hearing to ensure they are in compliance. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 6. The Department will monitor the district administrative policies to ensure they are in compliance with the following administrative standards related to dispute resolution. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing Twelve - Fifteen districts are monitored each year. |
| 10. EED provided one day training to all hearing officers. | Fall 2007 & Fall 2008 | Discretionary, Administrative, and VI-B Funding. | Continuing Revised |
| 11. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)
[If applicable]

1. Added SEA improvement activities 11 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

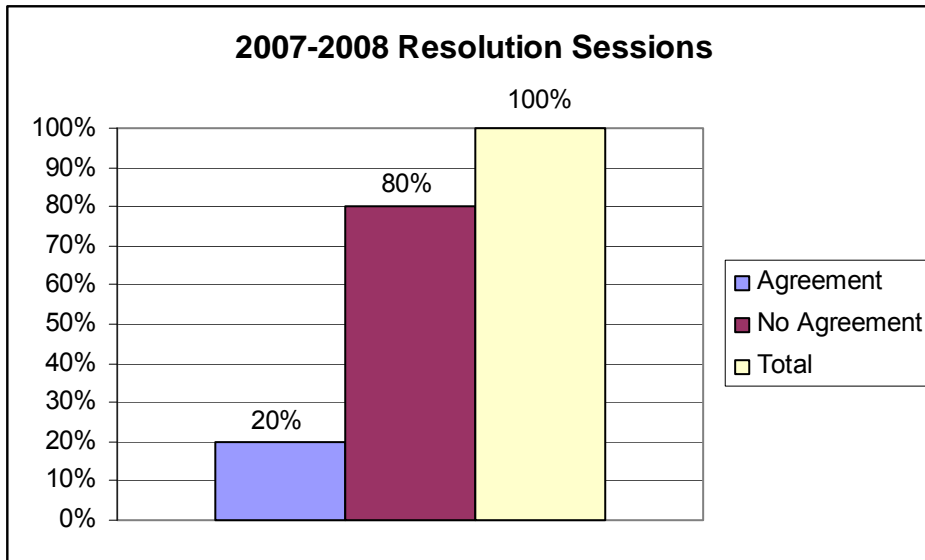
Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.
 $(3/15) * 100 = 20 \%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 73 % | | |
| 2005 (05-06) | | 73 % | 73 % |
| 2006 (06-07) | | 75 % | 54.5 % |
| 2007 (07-08) | | 77 % | 20 % |



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Alaska did not meet its target of 77 %. Alaska has an expectation that parties might be able to resolve issues without going to hearing. Alaska recognizes the nature of resolution agreements to be contingent and dependent upon factors known only by the parties of a resolution. Indeed, Alaska maintains a high standard and target for parties that engage in resolution. During this reporting period, Alaska had 21 requests for a Due Process Hearing. Fifteen of those requests went to a resolution session, with three coming to agreement and resolving the Due Process Hearing. In addition, two of those requests were resolved through mediation.

Improvement Activities Completed in FFY 2005-2007

2. The database was updated in school year 2005- 2006 to incorporate resolution data.
9. The Department has cross trained other program staff to manage the dispute resolutions.

Status of APR Improvement Activities /Timelines/Resources for Indicator 18 (FFY 07):

| Improvement Activities | Timelines | Resources | Status |
|---|-------------------------------------|---|---|
| 1. EED has a due process database to track all resolution information. | Ongoing | Discretionary, Administrative, and VI-B Funding. .25 FTE | Continuing |
| 3. LEAs are required to submit a copy of all resolution documents to EED. | Ongoing Updated Annually | Discretionary, Administrative, and VI-B Funding. .25 FTE | Continuing |
| 4. EED also has an ongoing log to compile information which is posted on our website at www.eed.state.ak.us/tls/SPED with each decision linked to it. | Ongoing Updated Annually | Discretionary, Administrative, and VI-B Funding. .25 FTE | Continuing |
| 5. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results. | Monthly-Ed. Committee, Annual-SEAP. | VI-B and 619 Funding | Continuing Revised |
| 6. Alaska has committed funding for districts and parents to be provided direct training on conducting a resolution session. | Annual/Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 7. Alaska Mediation Services will provide a presentation titled: "Resolution Session: How to Conduct a Resolution Session." This training was provided during the Alaska State Director's Conference, as well as any other request for such training. | Annual Fall & Winter Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. Revised |
| 8. The Department will monitor the district administrative policies to ensure they are following administrative standards related to dispute resolution. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing Revised |
| 10. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

[If applicable]

1. Added SEA improvement activity 10 to the APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Measurement:

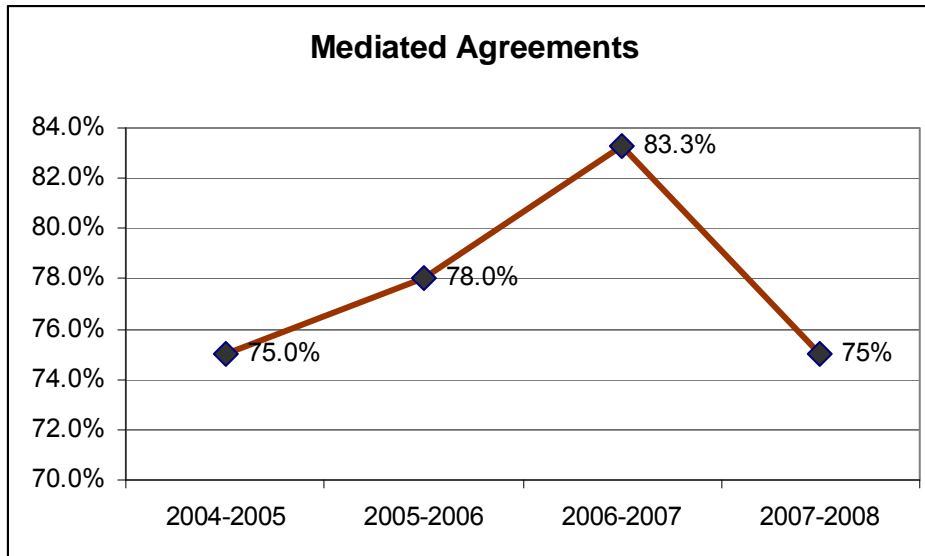
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Applied

$(2+7)/12*100= 75\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 07:

| FFY | Baseline | Target | Actual |
|--------------|----------|--------|--------|
| 2004 (04-05) | 75 % | | |
| 2005 (05-06) | | 77% | 78 % |
| 2006 (06-07) | | 79 % | 83.3 % |
| 2007 (07-08) | | 81 % | 75 % |



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07):

Explanation of Progress

Alaska recognizes that each mediation session is unique and dependent upon factors know only by the parties of the mediation. Mediation is a voluntary process that both parties agree to enter into. Alaska maintains a high standard and target for parties that engage in mediation.

EED continues to promote mediation at every opportunity. For the 2007-2008 report, we did not reach our target of 81%. The actual agreement rate for this reporting period is 75%. Alaska had twice as many mediations this year compared to last year. We believe that our target and our current outcomes are positive and proactive.

Improvement Activities Completed in FFY 2005-2007

| |
|--|
| 1. During the 2005-2006 school year, EED put out an RFP to continue providing mediation services in our state. |
| 2. T & G Consulting was awarded the contract. They have been providing mediation services to our state since IDEA 97. |
| 9. The timelines for these activities are ongoing from FY 05 through FY 10. |
| 11. EED provides an annual training for mediators, complaint investigators, and hearing officers. |
| 14. Alaska Mediation Services will provide a curriculum and presentation on "Resolution Session: How to Conduct a Resolution Session." These trainings will be provided during at least two conferences per year: the Alaska State Directors' Conference, and the Alaska State Special Education Conference, as well as any other request for such training. |
| 15. A one day training session on the mediation process was provided by Sound Options for mediators and Mat-Su district staff. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 19 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|--|-----------------------|--|--|
| 3. EED supports attendance at these professional development conferences that happen throughout the year including the State Special Education Directors' Conference, and the Alaska State Special Education Conference. | Annual Fall & Winter | Discretionary, Administrative, and VI-B Funding. | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. Revised |
| 4. Our mediators had a booth at both of these conferences to provide information to districts about their services. | Ongoing Fall & Winter | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 5. They also have a breakout session at each of these conferences to provide training to districts and parents. | Ongoing Fall & Winter | Discretionary, Administrative, and VI-B Funding. | Continuing These are annual conferences. ASSEC happens in February and the Directors' Conference is in September. Revised |
| 6. Our mediators also participate in the annual LRP conference to learn the latest on special education law. | Annual | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 7. Along with mediation services, they also provide IEP facilitations to school districts upon request. | Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing Revised |

| | | | |
|--|--------------------------------------|--|------------------------------|
| 8. EED also has an ongoing log to compile mediation information. This log is posted on our web site at www.eed.state.ak.us/tls/SPED . | Updated Annually | Discretionary, Administrative, and VI-B Funding. | Continuing Revised |
| 10. EED continues to collect data and report it to various stakeholder groups in order to promote improved results. | Monthly- Ed. Committee, Annual-SEAP. | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 12. EED provides annual training by nationally recognized trainers. The state has maintained a rich and active training schedule with staggered trainings given by Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. | Annual | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 13. Alaska has committed funding for districts and parents to be provided direct training on conducting a resolution session. | Annual/ Ongoing | Discretionary, Administrative, and VI-B Funding. | Continuing |
| 16. A one day training session for mediators was provided by Sound Options. | New - Sept. 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |
| 17. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New | Discretionary, Administrative, and VI-B Funding | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)
[If applicable]

11. Added SEA improvement activities 16-17 were added to APR.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.

Part B State Annual Performance Report (APR) for FFY 07

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Applied: See Indicator 20 Worksheet

| FFY | Baseline | Target | Actual |
|--------------|----------|------------------------------------|------------------------------------|
| 2004 (04-05) | | | |
| 2005 (05-06) | | Timeliness 100 % Accuracy 100 % | Timeliness 100 % Accuracy 100 % |
| 2006 (06-07) | | Timeliness 100 % Accuracy 100 % | 98.2% |
| 2007 (07-08) | | 100% | 100% |

Actual Target Data for (FFY 07):

Indicator 20 Worksheet

| SPP/APR Data - Indicator 20 - 2007-2008 | | | |
|---|--------------------|---------------------|-------|
| APR Indicator | Valid and Reliable | Correct Calculation | Total |
| 1 | 1 | | 1 |
| 2 | 1 | | 1 |
| 3A | 1 | 1 | 2 |
| 3B | 1 | 1 | 2 |
| 3C | 1 | 1 | 2 |
| 4A | 1 | 1 | 2 |
| 5 | 1 | 1 | 2 |
| 7 | 1 | 1 | 2 |
| 8 | 1 | 1 | 2 |
| 9 | 1 | 1 | 2 |
| 10 | 1 | 1 | 2 |
| 11 | 1 | 1 | 2 |
| 12 | 1 | 1 | 2 |
| 13 | 1 | 1 | 2 |
| 14 | 1 | 1 | 2 |

| | | | |
|------------------------------|--|-----------------|----|
| 15 | 1 | 1 | 2 |
| 16 | 1 | 1 | 2 |
| 17 | 1 | 1 | 2 |
| 18 | 1 | 1 | 2 |
| 19 | 1 | 1 | 2 |
| | | Subtotal | 38 |
| APR Score Calculation | Timely Submission Points - 5 pts for submission of APR/SPP by February 2, 2009) | | 5 |
| | Grand Total | | 43 |

| Part B Indicator 20 - 618 Data | | | | | |
|---|--------|---------------|---|---------------------------------|------------|
| Table | Timely | Complete Data | Passed Edit Check | Responded to Data Note Requests | Total |
| Table 1 - Child Count Due Date: 2/1/08 | 1 | 1 | 1 | 1 | 4 |
| Table 2 - Personnel Due Date: 11/1/08 | 1 | 1 | 1 | N/A | 3 |
| Table 3 - Ed. Environments Due Date: 2/1/08 | 1 | 1 | 1 | 1 | 4 |
| Table 4 - Exiting Due Date: 11/1/08 | 1 | 1 | 1 | N/A | 3 |
| Table 5 - Discipline Due Date: 11/1/08 | 1 | 1 | 1 | N/A | 3 |
| Table 6 - State Assessment Due Date: 2/1/08 | 1 | 1 | 1 | N/A | 3 |
| Table 7 - Dispute Resolution Due Date: 11/1/08 | 1 | 1 | 1 | N/A | 3 |
| | | | | Subtotal | 23 |
| | | | Weighted Total (subtotal X 1.87; round ≤ .49 down and ≥.50 up to whole number) | | 43 |
| Indicator #20 Calculation | | | | | |
| | | | A. APR Total | 43 | |
| | | | B. 618 Total | 43 | |
| | | | C. Grand Total | 86 | |
| Percent of timely and accurate data = (C divided by 86 times 100) | | | (C) / (86) X 100= | | 100 |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 07)

Alaska did meet its revised target of 100%.

Improvement Activities Completed in FFY 2005-2007

| |
|--|
| 4. EED contracted with Computer Task Group (CTG, Anchorage) to assess the compliance monitoring tool and assets. |
| 5. EED staff has aligned the current special education monitoring tool (standards) to IDEA 2004. |
| 6. A CTG Report was developed to help enhance the monitoring system. |
| 7. Unity Warehouse training is in progress with training to be completed by Jan. 07. Since EED data staff received training in Unity Warehouse (Microsoft Business Intelligence Solution) programming, they will be able to develop and implement a working and successful portal. |
| 8. EED has implemented the design of the Unity Warehouse. |
| 13. EED contracted with Computer Task Group (CTG, Anchorage) to assess the compliance monitoring tool and assets. |
| 14. EED convened a group of stakeholders and created a district checklist to determine whether or not a district is timely and accurate, based on a set of criteria. |
| 15. EED convened a group of stakeholders to provide input to the Department on the design needs for a web based portal. |
| 16. EED convened a group of stakeholders to assist in writing acceptable use policies for the web based portal. |
| 17. The design of the web based portal and building of customizable and static reports accessible to stakeholders is complete. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 20 (FFY 07):

| SEA Improvement Activities | Timelines | Resources | Status |
|---|-------------------------------------|--|------------------------------|
| 1. EED's Special Education data manager provides technical assistance to districts to improve data collection. | Ongoing | 1 FTE Data manager VI-B Funding | Continuing |
| 2. The state maintains a data dictionary and distributes it to all school districts. | Ongoing | General Funds USDOE National Center for Education Statistics Revised | Continuing |
| 3. EED implemented a new data collection instrument to collect more accurate data on some indicators. This Supplemental workbook will help us to maintain our collection of timely and accurate data. | Current/ Ongoing | 1 FTE Data manager VI-B Funding | Continuing |
| 9. In November 2005, EED learned it was a recipient of an IES Statewide Longitudinal Data Systems Grant. | Ongoing Fall 2005 – Fall 2009 | USDOE National Center for Education Statistics | Continuing Revised |

| | | | |
|---|-------------------------|---|------------------------------|
| 10. Around the same time, in December 2005, Microsoft announced the release of its new Microsoft Business Intelligence solution. The grant, coupled with the new Microsoft Business Intelligence Solution release, allowed the State of Alaska to enter into a statewide enterprise license agreement with Microsoft. | Ongoing | USDOE National Center for Education Statistics | Continuing |
| 11. The agreement allowed EED to purchase the new Microsoft Business Intelligence Solution at one-third the cost of the Oracle 10g Business Intelligence solution. Another advantage of using the Microsoft solution is that department staff members have already been trained and are already knowledgeable about Microsoft products. | Ongoing | USDOE National Center for Education Statistics | Continuing |
| 12. Due to this switch from Oracle to Microsoft, part of the training and development is still in progress under different funding sources. | Ongoing | USDOE National Center for Education Statistics | Continuing Revised |
| 17. EED is implementing a School Information Framework (SIF) for a statewide interoperability plan. | Winter 2008-2009 | USDOE National Center for Education Statistics | Continuing Revised |
| 18. EED is implementing a data validation tool to improve data quality of district data submissions. | Spring 2008 – Fall 2009 | USDOE National Center for Education Statistics | Continuing Revised |
| 19. EED is implementing a student identification system solution to assist districts with the goal of improving data quality and interoperability for student ID assignment. | Spring 2008 – Fall 2009 | USDOE National Center for Education Statistics | Continuing Revised |
| 20. EED has established a department wide three tiered Data Governance Committee. Tier 1- Policy Level, Tier 2- Resolution/Solution Level Tier 3- Identify/Gather Issues Level | New Fall 08 | EED funds | Continuing |

| | | | |
|---|----------------------------|---|------------|
| 21. The Department has developed online technical assistance for the SPP/APR and all indicators. http://www.eed.state.ak.us/tls/sped/ta_page.html | New Fall 2008 | Discretionary, Administrative, and VI-B Funding | Continuing |
| 22. EED will roll out the statewide web portal application to districts. | NEW Spring 2009 | USDOE National Center for Education Statistics | Continuing |

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

[If applicable]

1. Added SEA improvement activities 21-22 to APR and SPP.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.
3. Alaska has revised its targets for this indicator to align more closely with the indicator:

| FFY | Measurable and Rigorous Targets |
|--------------------------------|---|
| FFY 2007 (2007-2008) | 100% of state-reported data will be timely and accurate. |
| FFY 2008 (2008-2009) | 100% of state-reported data will be timely and accurate. |
| FFY 2009 (2009-2010) | 100% of state-reported data will be timely and accurate. |
| FFY 2010 (2010-2011) | 100% of state-reported data will be timely and accurate. |



Parent Involvement Survey

This is a survey for parents of students who have Individualized Education Plans (IEP). 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 our child's experience within his or her school over the past year. You may skip any item that you feel does not apply to you or your child.

DIRECTIONS: • Use a blue or black ink pen. • Fill in bubble completely. **CORRECT MARK:**

Fill in this bubble if your child did NOT have an IEP during the 2007-2008 school year.

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

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 IEP services are meeting my child's needs.
- 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.
- 26. Overall, I am satisfied with the school's efforts to facilitate my involvement in my child's education.

Thank you for your input and participation.
Please place the survey in the enclosed postage-paid envelope and drop the envelope in the mail.

| SECTION A: Written, Signed Complaints | |
|---|---|
| (1) Written, signed complaints total | 5 |
| (1.1) Complaints with reports issued | 5 |
| (a) Reports with findings | 3 |
| (b) Reports within timeline | 5 |
| (c) Reports within extended timelines | 0 |
| (1.2) Complaints withdrawn or dismissed | 0 |
| (1.3) Complaints pending | 0 |
| (a) Complaint pending a due process hearing | 0 |

| SECTION B: Mediation Requests | |
|---|----|
| (2) Mediation requests total | 12 |
| (2.1) Mediations held | |
| (a) Mediations held related to due process complaints | 2 |
| (i) Mediation agreements | 2 |
| (b) Mediations held not related to due process complaints | 10 |
| (i) Mediation agreements | 7 |
| (2.2) Mediations not held (including pending) | 0 |

| SECTION C: Due Process Complaints | |
|---|----|
| (3) Due process complaints total | 21 |
| (3.1) Resolution meetings | 15 |
| (a) Written settlement agreements | 3 |
| (3.2) Hearings (fully adjudicated) | 6 |
| (a) Decisions within timeline (including expedited) | 0 |
| (b) Decisions within extended timeline | 6 |

| | |
|----------------------------------|----|
| (3.3) Resolved without a hearing | 13 |
|----------------------------------|----|

| SECTION D: Expedited Due Process Complaints (Related to Disciplinary Decision) | |
|--|---|
| (4) Expedited due process complaints total | 0 |
| (4.1) Resolution meetings | 0 |
| (a) Written settlement agreements | 0 |
| (4.2) Expedited hearings (fully adjudicated) | 0 |
| (a) Change of placement ordered | 0 |