

## **SECTION 1 ❖ OVERVIEW OF STATE PERFORMANCE PLAN AND (IDEA) REQUIREMENTS**

The Individuals with Disabilities Act (IDEA) Part B, requires that each state to have a State Performance Plan (SPP). This performance plan sets goals for providing educational services to special education students who are between the ages of 3-21. The Alaska Department of Education has a five year State Performance Plan for 2005-2010, which is available to the public online at: [http://www.eed.state.ak.us/tls/sped/pdf/SPP\\_Final\\_02-01-07.pdf](http://www.eed.state.ak.us/tls/sped/pdf/SPP_Final_02-01-07.pdf).

In addition to the State Performance Plan, the Alaska Department of Education is required to submit an Annual Performance Report (APR), which is available online at: [http://www.eed.state.ak.us/tls/sped/pdf/APR\\_Final\\_02-01-07.pdf](http://www.eed.state.ak.us/tls/sped/pdf/APR_Final_02-01-07.pdf).

The State Performance Plan sets the goals and targets for five years, and the Annual Performance Report keeps track of the progress towards those targets.

The Department collects data from each School District/Local Education Agency (LEA) for twenty indicators and uses this data to monitor compliance with IDEA. Each indicator is tied to a specific statute or regulation of IDEA 2004.

## **SECTION 2 ❖ EXPLANATION OF THE TWENTY REQUIRED INDICATORS**

### **MONITORING PRIORITY: FAPE AND LRE**

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

The school districts report to EED data on the number of special education students graduating from high school with a regular diploma.

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

School districts report to EED data on the number of special education students who have dropped out of school. IDEA mandates that all schools will make efforts to reduce dropout rates.

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

Students in Alaska are required to take annual assessments that measure their academic abilities. Indicator 3 collects data on the percent of districts meeting the State's AYP objectives for progress for students with disabilities, on the participation rate of special education students taking the assessments and their proficiency levels in Math and Reading.

**Indicator 4: Rates of suspension and expulsion.**

**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.**

This indicator is based on statistical data for suspension and expulsion rates of special education students in comparison to general population students. Schools also report data on the ethnicity of special education students who are expelled or suspended from school.

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

- A. Inside the regular class 80% or more of the day;**
- B. Inside the regular class less than 40% of the day; or**
- C. Served in separate schools, residential facilities, or homebound/hospital placements.**

This indicator measures whether special education students are spending the majority of their day in the regular classroom, with their same age peers, or outside of the regular classroom in an alternative setting. IDEA requires that special education students receive an education in the least restrictive setting.

**Indicator 6: Percent of children ages 3-5 with IEPs: (A) Attending regular early childhood program; (B) Not attending a regular early childhood program or kindergarten and attending a special education program; (C) Not attending a regular early childhood program or kindergarten and not attending a special education program**

This indicator measures where preschool age children with IEPs are receiving education services and are they in settings with their typically developing peers.

**Indicator 7: Percent of preschool children with IEPs who demonstrate improved: (A) Positive social-emotional skills; (B) Acquisition and use of knowledge and skills; and (C) Use of appropriate behaviors to meet their needs.**

Preschool age children are assessed based on their developmentally age appropriate behaviors. This indicator collects data on the percentage of students with IEPs who are enrolled in preschool and making improvements in their age appropriate skills and behaviors.

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**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.**

IDEA requires that schools make efforts to involve parents in their children's education. For example, schools are required to invite parents to IEP meetings, and parents provide information that is used to write their child's IEP. An annual survey is given to parents asking them about their participation in IEP meetings and communication with school staff members. The results of this survey are used to monitor compliance with indicator 8.

### **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.**

Data for this indicator is collected from districts to determine whether or not they are appropriately identifying students for special education services. Data is gathered from the school districts on the number of identified students and their ethnic backgrounds. This data is used to determine whether certain ethnic groups are being identified at higher rates than other ethnic groups.

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

In Alaska, there are 14 disability categories that students can receive services for: Autism, Deafness, Deaf Blindness, Early Childhood Developmental Delay, Emotional Disturbance, Hearing Impairment, Specific Learning Disability, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Data is gathered on the ethnicity of students in specific disability categories to determine if any groups of students are being identified at higher rates than other ethnic groups.

### **MONITORING PRIORITY: GENERAL SUPERVISION PART B / CHILD FIND**

**Indicator 11: Percent of children who were evaluated within 45 school days (State established timeline) of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.**

A student cannot be evaluated for special education without parental consent being given. When a child is determined eligible for special education services, the IEP must be implemented within 45 school days of receiving parental consent for the initial evaluation. This indicator measures whether

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school districts are meeting the 45 day time limit.

### **MONITORING PRIORITY: 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.**

Part C refers to children ages birth to 3 years old, and Part B refers to children ages 3-21. Students that are identified by Part C and referred to school districts prior to age three should have an IEP in place by their third birthday, if they are still in need of special education services. Data is gathered on whether these students had an IEP in place to help transition them into pre-school.

**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.**

Transition planning is required for youth, with IEPs, ages sixteen and older. Some examples of activities that might be planned for include: a job, college, vocational school, or independent living. The Department gathers data on whether districts are including transition plans in their IEPs.

**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.**

Statistical data is gathered on whether students who leave secondary school are successfully transitioned into competitive employment, some type of postsecondary school, or both, within one year of leaving secondary school.

### **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.**

Data is collected on school districts overall compliance with statues and regulations of IDEA. When a school is found to be out of compliance, the Department will require a Plan of Improvement to correct the noncompliance. Data is gathered on whether the school districts are making all corrections to be in compliance with IDEA.