

Annual Performance Report FFY 2008

Alaska Department of Education
& Early Development



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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), Alaska Special Education Services Agency – SESA and all Districts and their staff. 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 is received and reviewed at least annually from the Education Committee of the Governor's 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 February. 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 the SPP is 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 making district determinations. 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 district's Special Education District Data Profile (including each district's performance on the applicable APR indicators against Alaska's targets) 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 2009 SPP/APR Response Table for Alaska:

In June 2009, the U.S. Office of Special Education Programs (OSEP) sent correspondence to AKEED acknowledging the state's submission of its FFY 2007 SPP/APR. Attached to the correspondence is a response table addressing issues identified by OSEP that required information to be submitted in Alaska's FFY 2008 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: For this indicator, the State calculated the percent of districts with rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent. The threshold of one percent was established in the State's SPP and approved by OSEP. However, the one percent threshold that was established in FFY 2004 may no longer represent the State average for suspensions and expulsions. Therefore, the State may not be accurately identifying significant discrepancies among districts. In its FFY 2008 APR, due February 1, 2010, the State must recalculate its threshold and determine the percent of districts identified as having a significant discrepancy in the rates of suspension and expulsion of children with disabilities for greater than ten days in a school year based on the revised threshold. The State must also recalculate the threshold for each of the remaining years of the SPP based on annual data.

Addressed EED has analyzed data from all of the previous years, using each year's average it did not impact the outcome. Our state average hasn't varied more than .3% from the original calculation. We have however changed our definition of significant discrepancy to: significant discrepancy is defined as 1% point or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

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 baseline data, targets and improvement activities with the FFY 2008 APR, due February 1, 2010

Addressed: AKEED provided baseline data, targets and improvement activities 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 report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

Addressed As directed, AKEED has reported that they have verified that each LEA has corrected any noncompliance consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02), as indicated in Indicator 11. AKEED's data demonstrating 96.8% compliance with the timely evaluations requirements as well as verification of correction of 22 of 22 findings of noncompliance with these requirements identified in FFY 2007 are also included in Indicator 11.

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

Action Required: The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Addressed: As directed, AKEED has reported that they have verified that each LEA has corrected any noncompliance consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02), as indicated in Indicator 12. AKEED's data demonstrating 90.5% compliance with the early childhood transition requirements as well as verification of correction of 14 of 14 findings of noncompliance identified in FFY 2007 with these requirements are also included in Indicator 12.

Indicator 13 (Annual Goals and Transition Services):

Action Required: The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Addressed: AKEED's verification of correction of 9 of 9 findings of noncompliance identified in FFY 2007 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: In reporting on correction of noncompliance, the State must report that it has: (1) corrected all instances of noncompliance (including noncompliance identified through the State's monitoring system, through the State's data system, and by the Department); and (2) verify that each LEA with identified noncompliance is correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.

In addition, in responding to Indicators 11, 12, and 13, in the FFY 2008 APR due February 1, 2010, the State must report on correction of the noncompliance described in this table under those indicators.

In reporting on Indicator 15 in the FFY 2008 APR, the State must use the Indicator 15 worksheet.

Addressed: AKEED's data demonstrating that the State timely corrected 100% of noncompliance identified in FFY 2007 are reported in Indicator 15. In addition, in Indicators 11, 12, and 13 AKEED addressed the noncompliance identified under those indicators. AKEED is using the Indicator 15 worksheet.

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): No action required

Part B State Annual Performance Report (APR) for FFY 08

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

Measurement:

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

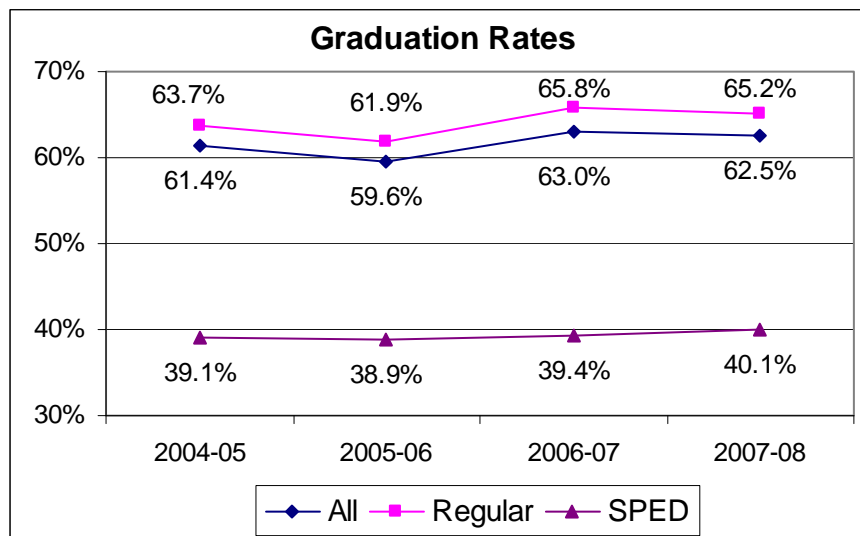
Alaska reports the graduation rate calculations and timeliness established by the department under the ESEA. The data is obtained from the Department's student – level database (OASIS) and is collected at the conclusion of each school year to be reported in Alaska's CSPR. The Graduation Rate is reported 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 (04-05)	39.1 %		
2005 (05-06)		40.1 %	38.9 %
2006 (06-07)		42.1 %	39.4%
2007 (07-08)		44.1 %	40.1 %
2008 (07-08)		55.8%	40.1%

Actual Target Data for (FFY 08):



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY08:

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.

As required, Alaska has revised its targets to match the threshold target of 55.8% set by Alaska under the Elementary and Secondary Education Act (ESEA). However, Alaska is required to submit a revised accountability workbook under IDEA by March 2010. We anticipate that these targets will be revised again in the FFY 2009 APR based on the approved workbook.

Improvement Activities Completed in FFY 2005-2008

2. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. This has been moved to an LEA activity.
6. During our Statewide Special Education Directors Conference, all districts were provided with technical assistance materials for this indicator.

Status of APR Improvement Activities /Timelines/Resources for Indicator 1 (FFY 08):

SEA Improvement Activities	Timelines	Resources	Status
1. The SEA & LEAs are continually striving, through public service announcements, such as “Raising a Graduate is Everyone’s Business”, to motivate students to graduate from high school.	Ongoing	General Funds NCLB, Title VI-B & 619 Administrative Discretionary Funding	Continuing
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
8. 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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
9. The State of Alaska has a Statewide System of Support (SSOS) that began with a legislative initiative which includes programs for improving graduation rates, dropout rates, and post-school outcomes. This system of support includes developing strategies to help schools such as providing technical assistance (coaches) and content support specialist to help target and improve area(s) of student need.	New Fall 2009	General Funds	Continuing

<p>10. A statewide initiative is being looked at to help improve our graduation rates. Governor Parnell's recently unveiled a proposal that would allow all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship. To qualify, students will have to take four years of math, language arts and science, in addition to three years of social studies. Under the plan, high school graduates with a 3.5 grade-point average or better would get a 100 percent scholarship award, while a 3.0 GPA would earn a 75 percent discount. A 2.5 grade-point average would translate into a 50 percent discount. The scholarships would be tied to tuition rates at the University of Alaska but could be used at any certified in-state job-training institution and at other certified post-secondary institutions in Alaska.</p>	<p>New Pending Legislative Approval Spring 2010</p>	<p>General Funds</p>	<p>Revised</p>
<p>12. The State SpEd team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted TA to districts as necessary.</p>	<p>Ongoing</p>	<p>Title VI-B & 619 Administrative Discretionary Funding</p>	<p>Revised</p>
<p>13. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.</p>	<p>New Fall 2009</p>	<p>VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing</p>
<p>LEA Improvement Activities</p>	<p>Timelines</p>	<p>Resources</p>	<p>Status</p>
<p>1. Special and regular education teachers have occasionally teamed in the past, but this year all of our special education teachers are team teaching at least one core subject such as Math, English, Science and American Government. These class sections have slightly higher numbers of SpEd students, so teachers and paraprofessionals collaborate on strategies to differentiate instruction and provide IEP accommodations.</p>	<p>New Fall 2009</p>	<p>LEA Title VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing</p>
<p>2. Required all students with grades lower than a C to attend the Advisory Lab for a full 75 minute period to review their grades, make-up missing work/tests, and receive additional instructional support.</p>	<p>New</p>	<p>LEA Title VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing</p>

3. Make sure that all students testing data is provided to teachers at the in-service before school starts.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
4. Early intervention programs – start them reading and address other areas of concern at an early age.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
5. STRIVE Program – addresses the needs of dyslexic students. Within the program students are identified using a very structured and research-based assessment. Students then receive a very prescriptive program on a one-on-one basis.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
6. FLOAT Program – addresses high need Alaska Native students in Middle and High School. Students receive intensive one-on-one and small group instruction generally in the areas of Reading, Writing and Math.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
7. Transition Camp – helps students with IEPs with the transition from school to life after high school. In the past participating students from various districts have been sent to Juneau for the Transition Camp that is operated by SERRC. This year there will be a camp on Prince of Wales Island.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY08*: [If applicable]

1. Added SEA improvement activity 9-10 & 13 to APR and SPP.
2. Added LEA improvement activities 1-7 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.
4. Alaska has revised its targets to match the threshold target of 55.8% set by Alaska under the Elementary and Secondary Education Act (ESEA). However, Alaska is required to submit a revised accountability workbook under IDEA by March 2010. We anticipate that these targets will be revised again in the FFY 2009 APR based on the approved workbook.

FFY	Measurable and Rigorous Targets
FFY 2008 (2007-2008)	55.8%
FFY 2009 (2008-2009)	56.3%
FFY 2010 (2009-2010)	56.9%

Part B State Annual Performance Report (APR) for FFY 08

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

Measurement States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

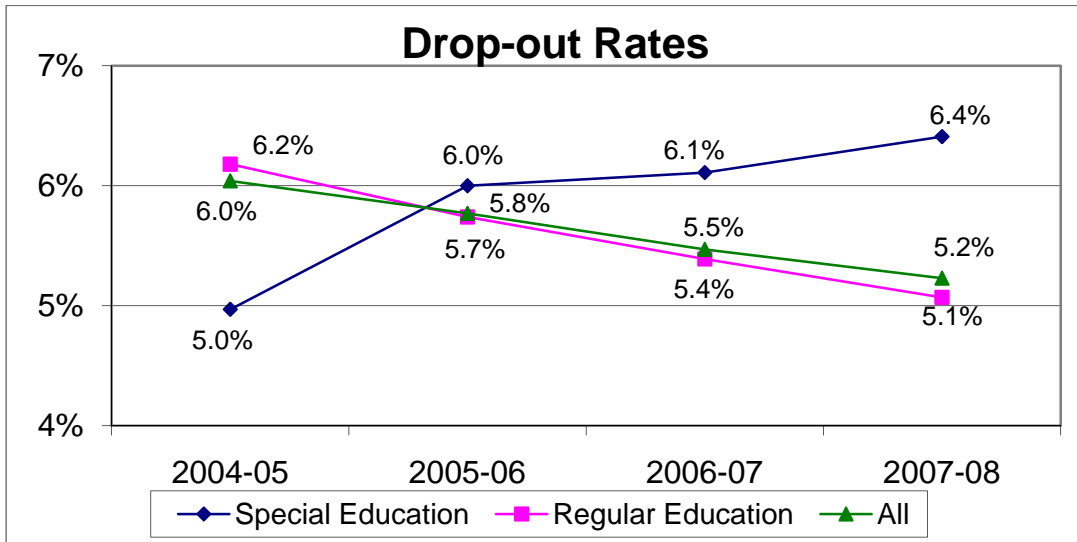
As approved in Alaska's approved accountability workbook under ESEA, Alaska does not currently calculate dropout rates for the disability subgroup. Alaska has calculated the dropout rate for youth with IEPs the same way that the overall dropout rate has been calculated for the CSPR. The dropout rate 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: 466/7274=6.4%

FFY	Baseline	Target	Actual
2004 (04-05)	5.0 %		
2005 (05-06)		4.7 %	6.0 %
2006 (06-07)		4.5 %	6.1 %
2007 (07-08)		4.3 %	6.4%
2008 (07-08)		4.1%	6.4%

Note: Alaska continues to use the targets it established in its SPP because under the ESEA, Alaska has not yet established targets for dropout rates. We anticipate that targets, as well as subgroup calculations, will be established in the accountability workbook that is due in March 2010.

Actual Target Data for FFY 08:



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 08:

Alaska is not providing new data for this indicator due to as per OSEP measurement table. Alaska did not meet its target for this indicator by 2.3 %. Alaska's goal is to meet the targets we have set. In reviewing

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 2005-2008

- | |
|---|
| 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. |
| 7. During our statewide Special Education Directors' Conference, all districts were provided with technical assistance materials for this indicator. Now being done through the Department website. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 2 (FFY 08):

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, such as "Raising a Graduate is Everyone's Business", to motivate students to graduate from high school.	Ongoing	General Funds NCLB, Title VI-B & 619 Administrative Discretionary 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 via our Department website. SEAs are also provided strategies and technical assistance through our website.	Ongoing	Materials available through National Dropout Prevention Center.	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,	Ongoing	General Funds	Continuing

Physical Fitness and Service to the Community. In addition to these skills, cadets work toward the completion of a GED or high school diploma.			
8. There is an encouragement 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. 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, Center for Human Development Dept. of Health & Social Services and EED to help improve the dropout rates in our state.	Ongoing Fall & Winter	VI B, 619 Discretionary funding	Continuing IDEA & NCLB Conf.
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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
11. A statewide initiative, Raising a Graduate is Everyone's Business, is being looked at to help improve our dropout rates to motivate students to graduate from high school.	Ongoing Current	General Funds NCLB, Title VI-B & 619 Administrative Discretionary Funding, Dept. Heath & Social Services Funding	Revised
12. A statewide initiative is being looked at to help improve our graduation rates. Governor Parnell's recently unveiled a proposal that would allow all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship. To qualify, students will have to take four years of math, language arts and science, in addition to three years of social studies. Under the plan, high school graduates with a 3.5 grade-point average or better would get a 100 percent scholarship award, while a 3.0 GPA would earn a 75 percent discount. A 2.5 grade-point average would translate into a 50 percent discount. The scholarships would be tied to tuition rates at the University of Alaska but could be used at any certified in-state job-training institution and at other certified post-secondary institutions in Alaska.	New Pending Legislative Approval Spring 2010	General Funds	Revised

<p>13. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.</p>	<p>New</p>	<p>Title VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing</p>
<p>14. The state funded Positive Behavior Supports/Response to Intervention (PBS/RtI) Statewide Center, which was awarded to the Special Education Service Agency, is functioning as a statewide technical assistance center and a clearinghouse for Positive Behavior Support resources. The Center is part of the Statewide System of Support and provides skill based training to low performing schools through resources, on-site culturally appropriate training, and on-site and distance coaching for the implementation of school wide positive behavior supports with fidelity.</p>	<p>NEW Jan. 2010</p>	<p>VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing Revised</p>
<p>15. The state is implementing an Early Childhood School program. Alaska is one of two states that have been awarded a TACSEI (Technical Assistance Center on Social Emotional Intervention) GRANT. The state will be implementing the Pyramid model to promote Social Emotional Competence in young children birth through 5.</p>	<p>New Started Fall 2009</p>	<p>OSEP, VI-B & 619 Administrative Discretionary Funding Part C Funding Head Start Funding</p>	<p>Continuing Revised</p>
<p>16. 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. This federally funded CIRCLE Project (Creating Innovative, Responsive, and Consistent Learning Environments) was awarded to the Special Education Service Agency to provide in depth professional development and data collection with follow up on-site and distant coaching to Tribal Head Start Staff in Region X. The goal of this project is to collaboratively develop culturally relevant and "rural appropriate" skill based trainings in the area of program wide (Tier 1) Positive Behavior Supports by adapting the CSEFEL curriculum for rural/remote appropriateness while maintaining fidelity of implementation.</p>	<p>New Started Fall 2008</p>	<p>Federal Administration for Children and Families State Head Start Grant 619 Administrative Discretionary Funding</p>	<p>Continuing Revised</p>
<p>17. The Special Education Service Agency was awarded a two-year School and Mental Health Integration Grant (MESH-AK) from the Office of Safe and Drug Free Schools</p>	<p>New Fall 2009</p>	<p>Federal Office of Safe and Drug Free schools</p>	

(OSDFS) in June 2009. The goals of the MESH-AK are to: 1) enhance Positive Behavior Support and crisis prevention and response capacity of Bering Strait School District, the regional juvenile justice personnel, Norton Sound Health Corporation, and village based counselors; and 2) improve the communication and referral procedures, and timely delivery of behavioral health services delivery within and among agencies and providers to increase the support systems around students with mental health needs.			
18. The state-funded Bring The Kids Home Movement has granted the Special Education Service Agency the Education Transition Support Project (ETSP) grant. This grant provides school districts advance notice and educational records of youth returning home from out-of-home placements (in and out of state). The goal of this grant is to provide school and community support to develop a support system prior to, or as soon as, the youth returns home.	New Fall 2008	Alaska Mental Heath Trust Authority	
19. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status
1. Grant funded support staff funds a Home to School Liason that serves a caseload of Native students who may be struggling with attendance, academic or discipline issues and provides two tutors who are available before, during and after school to assist students with their work. Also, a team of clinicians meet during the school day and work with them on academic, personal and family goal setting.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
2. LEAs provided extra-curricular activities for students to keep them involved.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
3. STRIVE Program – addresses the needs of dyslexic students. Within the program students are identified using a very structured and research-based assessment. Students then receive a very prescriptive program on a one-on-one basis.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing

4. FLOAT Program – addresses high need Alaska Native students in Middle and High School. Students receive intensive one-on-one and small group instruction generally in the areas of Reading, Writing and Math.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing
5. Transition Camp – helps students with IEPs with the transition from school to life after high school. In the past participating students from various districts have been sent to Juneau for the Transition Camp that is operated by SERRC. This year there will be a camp on Prince of Wales Island.	New Fall 2009	LEA Title VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 08: [if applicable]

1. Added SEA improvement activities 12-19 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 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

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

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Measurement:

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

Applied: 7/32=21.9%

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

Applied: Reading (1725+6790+516)/9304=97.1%

Math (1718+6815+516)/9304=97.3%

C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Applied: Reading 4047/10276=39.4%

Math 4873/10276=47.4%

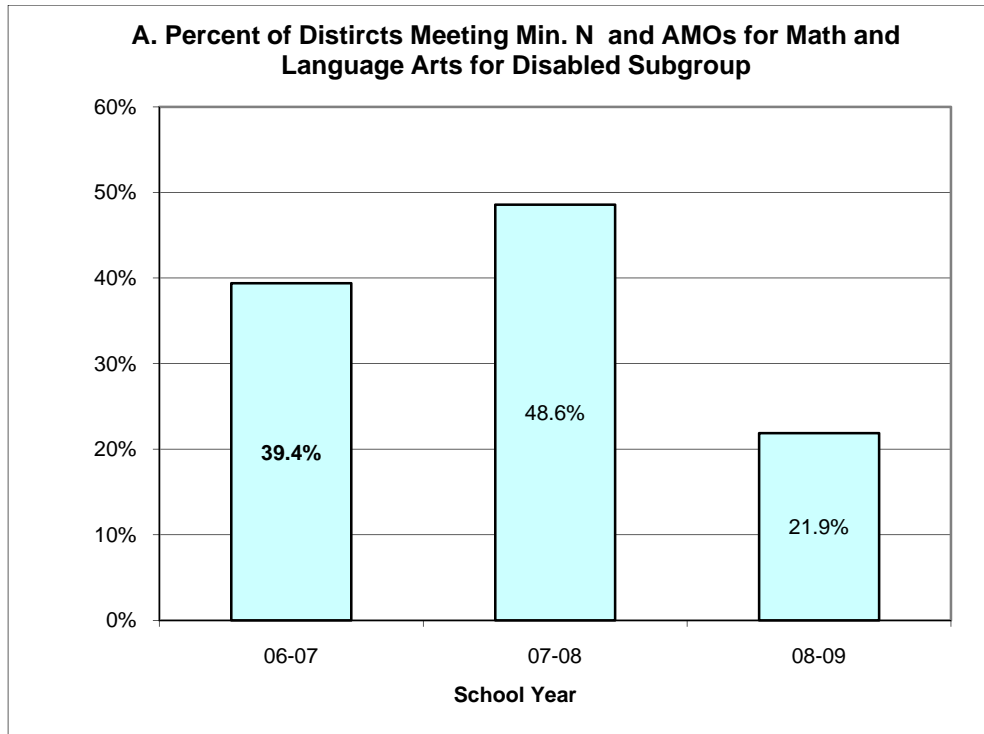
All State Assessment information data can be found at including public reports of assessment results:

www.eed.state.ak.us/tls/assessment

The data used to report on this indicator are the same data (when applicable) used to report under ESEA.

A . Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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 %
2008 (08-09)		26.3%	21.9%



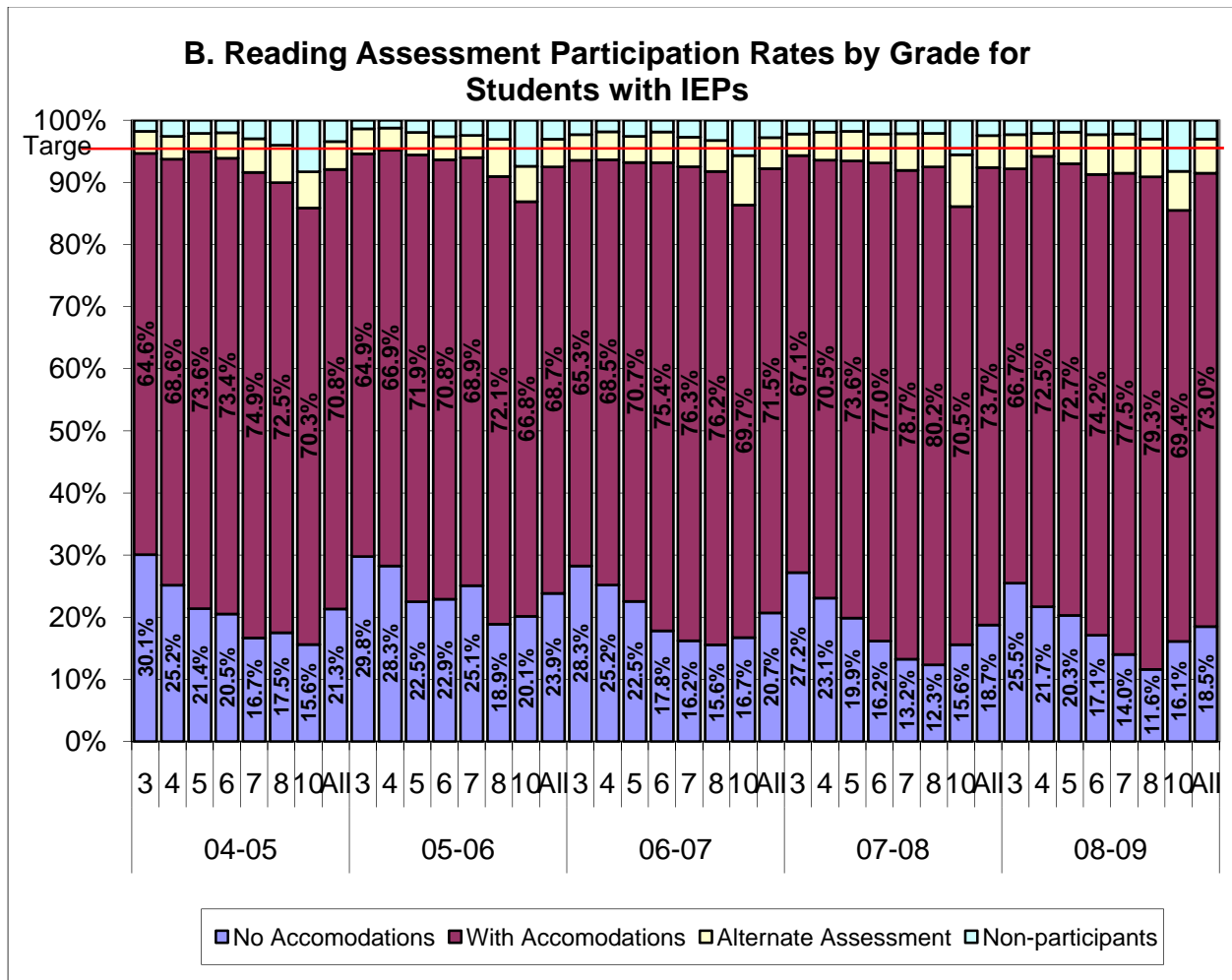
Year	Total Number of Districts	Number of Districts Meeting the "n" size	Number of Districts that meet the minimum "n" size and met AYP for FFY 2008	Percent of Districts
FFY 2008 (2008-2009)	54	32	7	21.9%

Explanation of Progress or Slippage that occurred for (FFY 08):

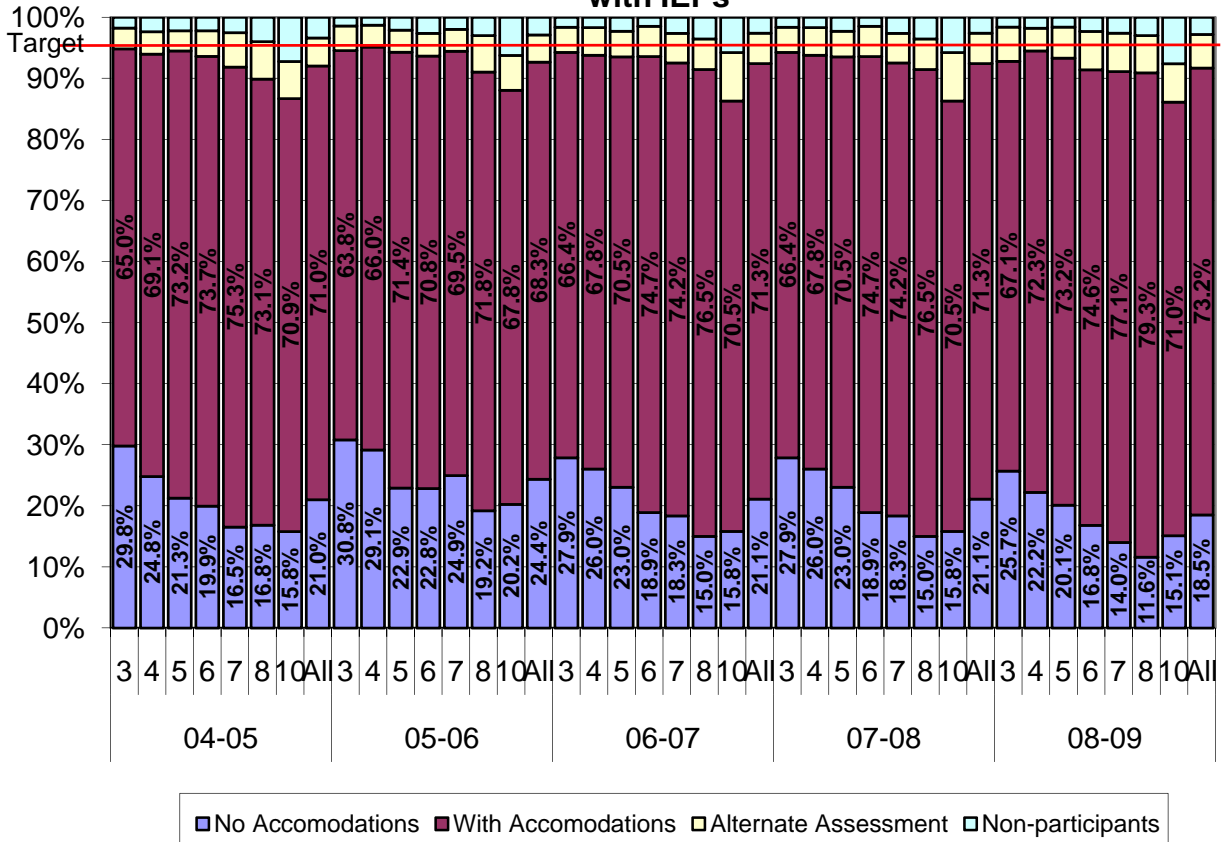
The State of Alaska did not meet its target in this area. In looking at all the districts who met the AMO (Annual Measurable Objective) last years, but not this year. There was one district who only missed in Language Arts (LA) - their overall population also had a reduced proficiency rate in LA. Two districts missed in only Math (M) and their overall population also had a reduced proficiency rate in Math. Seven districts missed in both LA and M. The reduced proficiency rate noted in SPED was also reflected in the overall population in 3 districts. In 2 districts the reduced proficiency rate was only seen in the SPED population and in 2 districts the comparison between the SPED population and the overall population was mixed. Most districts had made the AMO by Safe Harbor last year and they were unable to sustain the improvement. As a matter of fact, 2 districts did improve their % proficiency, but not enough to earn a safe harbor. On the up side, 3 new districts met all the requirements.

B. Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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 %
2008 (08-09)		95.6%	Reading 97.1% Math 97.3%



B. Math Assessment Participation Rates by Grade for Students with IEPs



Statewide Assessment – 2008-2009		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
									#	%
a	Children with IEPs	1532	1570	1444	1281	1216	1176	1085	9304	
b	IEPs in regular assessment with no accommodations	390	341	293	219	170	137	175	1725	18.5%
c	IEPs in regular assessment with accommodations	1022	1139	1050	951	943	932	753	6790	73.0%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.0%
f	IEPs in alternate assessment against alternate standards	85	58	74	82	77	72	68	516	5.5%
g	Overall (b+c+d+e+ f) Baseline	1497	1538	1417	1252	1190	1141	996	9031	97.1%
Children included in a but not included in the other counts above										
Account for any children with IEPs that were not participants in the narrative.		35	32	27	29	26	35	89		

Statewide Assessment 2008-2009		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
									#	%
a	Children with IEPs	1532	1570	1444	1281	1216	1176	1085	9304	
b	IEPs in regular assessment with no accommodations	394	349	290	215	170	136	164	1718	18.5%
c	IEPs in regular assessment with accommodations	1028	1135	1057	956	937	932	770	6815	73.2%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.0%
f	IEPs in alternate assessment against alternate standards	86	58	74	81	77	72	68	516	5.5%
g	Overall (b+c+d+e+f) Baseline	1508	1542	1421	1252	1184	1140	1002	9049	97.3%
Children included in a but not included in the other counts above*										
Account for any children with IEPs that were not participants in the narrative.		24	28	23	29	32	36	83	24	28

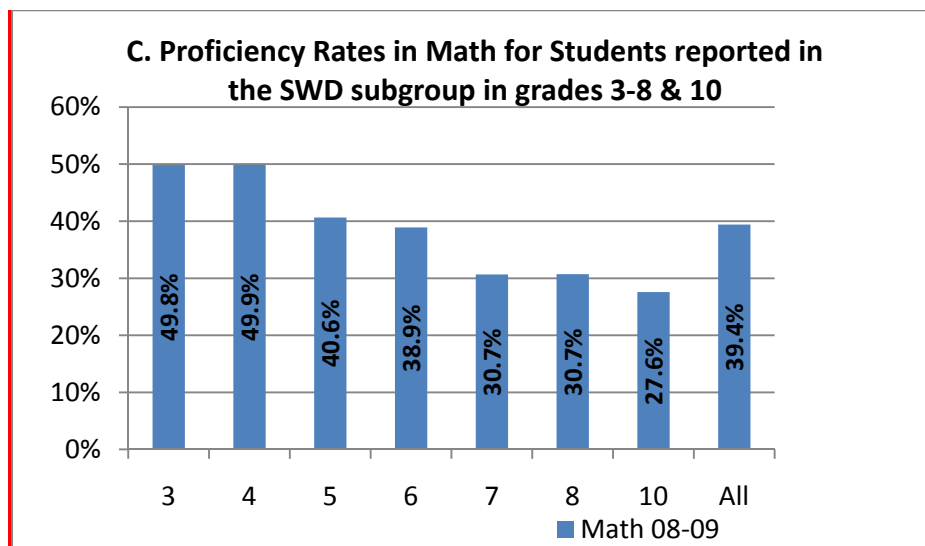
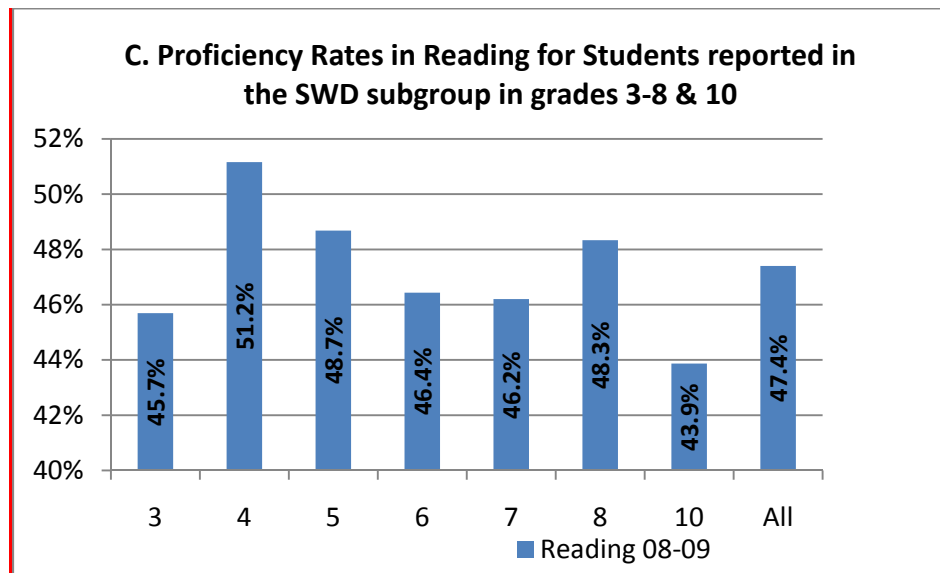
Explanation of Progress or Slippage that occurred for (FFY 08):

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 97.1% in reading and 97.3% in math. The 95% targets are consistent with the targets Alaska has set under ESEA and reports on in its CSPR.

C. Measurable and Rigorous Targets & Actual Target Data for FFY 08:

Reading	Year and Measurement								
	FFY 2008 (08-09)			FFY 2009 (09-10)			FFY 2010 (10-11)		
Grade	New Baseline	Actual	Target	Actual	Target	Actual	Target		
3	45.7%	45.7%	45.7%						
4	51.2%	51.2%	51.2%						
5	48.7%	48.7%	48.7%						
6	46.4%	46.4%	46.4%						
7	46.2%	46.2%	46.2%						
8	48.3%	48.3%	48.3%						
10	43.9%	43.9%	43.9%						
All	47.4%	47.4%	47.4%						

Math	Year and Measurement							
	FFY 2008 (08-09)			FFY 2009 (09-10)		FFY 2010 (10-11)		
Grade	Baseline	Actual	Target	Actual	Target	Actual	Target	
3	49.8%	49.8%	49.8%					
4	49.9%	49.9%	49.9%					
5	40.6%	40.6%	40.6%					
6	38.9%	38.9%	38.9%					
7	30.7%	30.7%	30.7%					
8	30.7%	30.7%	30.7%					
10	27.6%	27.6%	27.6%					
All	39.4%	39.4%	39.4%					



Statewide Assessment – 2008-2009		Reading Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	1567	1767	1668	1501	1396	1260	1117	10276	
b	IEPs in regular assessment with no accommodations	315	438	377	318	261	191	148	2048	19.9%
c	IEPs in regular assessment with accommodations	356	429	407	337	350	388	310	2577	25.1%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.0%
f	IEPs in alternate assessment against alternate standards	45	37	28	42	34	30	32	248	2.4%
g	Overall (b+c+d+e=f) Baseline	716	904	812	697	645	609	490	4873	47.4%
Statewide Assessment – 2008-2009		Math Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	1567	1767	1668	1501	1396	1260	1117	10276	
b	IEPs in regular assessment with no accommodations	308	423	328	272	198	132	101	1762	17.1%
c	IEPs in regular assessment with accommodations	422	417	302	258	196	219	176	1990	19.4%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.0%
f	IEPs in alternate assessment against alternate standards	51	41	48	54	34	36	31	295	2.9%
g	Overall (b+c+d+e=f) Baseline	781	881	678	584	428	387	308	4047	39.4%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 08:

Due to the change in the measurement table a new baseline and targets have been set for FFY 08. These targets were developed in consideration of the proficiency targets Alaska has set under the ESEA. However, Alaska will be resubmitting its Accountability Workbook for approval in March 2010 and anticipates that these targets will be revised in FFY 2009 to maintain consistency.

Improvement Activities Completed in FFY 2005-2008

3. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. This is addressed in an LEA improvement activity.
9. EED developed and implemented a new Alternate Assessment in 2007, and we provided training to districts on this assessment.

Status of APR Improvement Activities /Timelines/Resources for Indicator 3 (FFY 08):

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
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
SEA Professional Development Training Activities			
5. The Alaska State Special Education Conference provided training to teachers on selecting and administering evaluating use of accommodations in instruction and assessment.	Ongoing	Special Education Directors' Conference ASSEC Conference Discretionary Funding	Completed. Directors' Conference occurred in September 2009. ASSEC occurred in February 2009. 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, New Alternative Assessment Mentor Training and Alternate Assessment Mentor Training, Discretionary Funding	Continuing 2009 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 occurred in January 2009.
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 monitoring team looks at student monitoring standards in the individual IEPs being monitored.	Ongoing	EED 3 FTEs Discretionary and Administrative Funds	Twelve - Fifteen districts are monitored each year.
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 September 2009 (2 days) 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 September 2009 (2 days)
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	Ongoing	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.	Ongoing October 2008	Assessment, Title VI-B & 619 Administrative Discretionary Funding	Completed Will be published in 2010. Revised

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 Annual Review of new items Revised
17. Alternate Assessment reliability and validity studies and statistical analysis as well as program evaluations are conducted annually and presented in the technical report.	Ongoing	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.	Ongoing	Assessment, Title VI-B & 619 Administrative Discretionary Funding	Continuing Annual Mentor ASSEC occurred in February 2009. Special Education Director Conference occurred in September 2009. Annual Mentor Training occurred in October 2009.
19. EED developed an ASL DVD for deaf students regarding the HSGQE.	New	Title VI-B & 619 Discretionary Funding	Continuing
20. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	Title VI-B & 619 Administrative Discretionary Funding	Continuing
21. The State of Alaska has a Statewide System of Support (SSOS) that began with a legislative initiative which includes programs for improving graduation rates, dropout rates, and post-school outcomes. This system of support includes developing strategies to help schools such as providing technical assistance (coaches) and content support specialist to help target and improve area(s) of student need.	New Fall 2009	General Funds	Continuing

22. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status
1. Schools do a lot of activities during the testing week, such as: prizes for attendance, provide breakfast and/or lunch, snacks during testing, parties, open gym time, etc.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
2. PLCs (professional Learning Communities) – teachers all meet to discuss how students are doing, look at data and work on areas of strength and weakness.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
3. LEA hired an instructional coach to help teachers set up a successful classroom.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
4. LEA had at least one special education teacher as a mentor trainer for the alternative assessment and is available to assist IEP teams with determining if alternate assessment is appropriate or not.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
5. LEA makes sure that appropriate accommodations and modifications are documented and used in the classrooms and carried out during testing.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
6. LEA's work with every student and their family on an individual level to ensure 100% participation in state assessments.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 08

1. Added SEA improvement activities 19 -22 to the APR.
2. Added LEA improvement activities 1-6 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.
4. 3C new baseline and targets set due to revised measurement table.

New Baseline & Targets Set FFY 08								
Math								
Grade	3	4	5	6	7	8	HS	Total
2008 (2008-2009)	49.8%	49.9%	40.6%	38.9%	30.7%	30.7%	27.6%	39.4%
2009 (2009-2010)	51.1%	51.1%	41.9%	40.2%	31.9%	32.0%	28.8%	40.7%
2010 (2010-2011)	52.3%	52.4%	43.1%	41.4%	33.2%	33.2%	30.1%	41.9%
New Baseline & Targets set FFY 08								
Reading								
Grade	3	4	5	6	7	8	HS	Total
2008 (2008-2009)	45.7%	51.2%	48.7%	46.4%	46.2%	48.3%	43.9%	47.4%
2009 (2009-2010)	46.9%	52.4%	49.9%	47.7%	47.5%	49.6%	45.1%	48.7%
2010 (2010-2011)	48.2%	53.7%	51.2%	48.9%	48.7%	50.8%	46.4%	49.9%

Part B State Annual Performance Report (APR) for FFY 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion: (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

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

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.

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

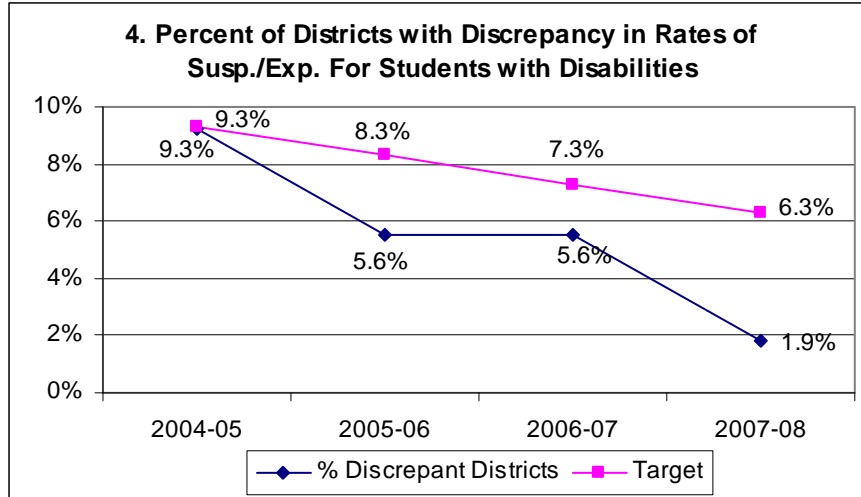
B. Percent = [(# of districts that have: (a) a significant discrepancy**, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not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

Applied: Data not required this year

**Significant Discrepancy is defined as 1% point or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

A. Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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 %
2008 (07-08)		5.3%	1.9%



Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2007 (2007-2008)	54	1	1.85%

Review of Policies, Procedures, and Practices

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, FFY 07 and FFY 08 APRs.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

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.

Correction of FFY 2008 Findings of Noncompliance:

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	1
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

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. Subsequent data was verified during an onsite monitoring visit. Therefore no further action is necessary and all findings have been corrected.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
For this indicator, the State calculated the percent of districts with rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year that exceed one percent. The threshold of one percent was established in the State's SPP and approved by OSEP. However, the one percent threshold that was established in FFY 2004 may no longer represent the State average for suspensions and expulsions. Therefore, the State may not be accurately identifying significant discrepancies among districts. In its FFY 2008 APR, due February 1, 2010, the State must recalculate its threshold and determine the percent of districts identified as having a significant discrepancy in the rates of suspension and expulsion of children with disabilities for greater than ten days in a school year based on the revised threshold. The State must also recalculate the threshold for each of the remaining years of the SPP based on annual data.	EED has analyzed data from all of the previous years, using each year's average it did not impact the outcome. Our state average hasn't varied more than .3% from the original calculation. We have however changed our definition of significant discrepancy to: significant discrepancy is defined as 1% point or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

Improvement Activities Completed in FFY 2005-2008

- | |
|--|
| 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. |
| 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. |

Status of APR Improvement Activities /Timelines/Resources for Indicator 4 (FFY 08):

SEA Improvement Activities	Timelines	Resources	Status
1. EED currently reviews all districts' suspensions, expulsions, and truanancies 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 on a more holistic level.	Ongoing Annual Winter	NCLB, Title VI-B & 619 Administrative Discretionary Funding	Continuing
3. This information referred to in activities 1 & 2 above 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 substance abuse prevention and improved mental health.	Ongoing	NCLB, VI-B & 619 Administrative Discretionary Funding	Continuing
5. Many of these programs focus on the promotion of social skills and positive school climate as defined and used in school wide PBS.	Current	NCLB, VI-B & 619 Administrative Discretionary Funding	Continuing
6. EED provides multiple statewide audio conferences each year about the Suspensions, Expulsions and Truanancies 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
7. The audio conferences explore 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
8. 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
9. 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

10. 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
11. EED is using the data collection system 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
12. 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
13. The Positive Behavior Support team has been doing training with 8 school districts (9-12). To date, 10 school districts have completely implemented the Positive Behavioral Support model school wide.	Ongoing	VI-B & 619 Funding	Continuing Revised
15. 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.	Ongoing Continuous	Grant to Stone Soup Group for statewide training on PBS, VI-B & 619 Funding	Continuing
16. 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 133 learners who completed the Supporting Positive Student Behavior module in FY 09. There were 2546 registered E-Learning Modules users in FY 09 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
17. 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.
18. 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.

<p>19. 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, Center for Human Development Dept. of Health & Social Services and EED.</p>	<p>New Started Spring 2008</p>	<p>Title VI-B & 619 Administrative Discretionary Funding State Dept. Heath & Social Services Funding</p>	<p>Continuing</p>
<p>21. 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. This federally funded CIRCLE Project (Creating Innovative, Responsive, and Consistent Learning Environments) was awarded to the Special Education Service Agency to provide in depth professional development and data collection with follow up on-site and distant coaching to Tribal Head Start Staff in Region X. The goal of this project is to collaboratively develop culturally relevant and “rural appropriate” skill based trainings in the area of program wide (Tier 1) Positive Behavior Supports by adapting the CSEFEL curriculum for rural/remote appropriateness while maintaining fidelity of implementation.</p>	<p>New Started Fall 2008</p>	<p>Federal Administration for Children and Families State Head Start Grant 619 Administrative Discretionary Funding</p>	<p>Continuing Revised</p>
<p>22. 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</p>	<p>Ongoing</p>	<p>Discretionary, Administrative, and VI-B Funding</p>	<p>Continuing</p>
<p>23. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.</p>	<p>New Ongoing</p>	<p>VI-B & 619 Administrative Discretionary Funding</p>	<p>Continuing</p>
<p>24. There is an effort by stakeholders to survey and review current policies, practices and regulations in an effort to develop regulations regarding the use of restraint and seclusion.</p>	<p>New Ongoing</p>	<p>VI-B & 619 Discretionary Funding</p>	<p>Continuing</p>
<p>25. The Special Education Service Agency was awarded a two-year School and Mental Health Integration Grant (MESH-AK) from the Office of Safe and Drug Free Schools (OSDFS) in June 2009. The goals of the MESH-AK are to: 1) enhance Positive Behavior Support and crisis prevention and response capacity of Bering Strait School District, the regional juvenile justice personnel, Norton Sound Health Corporation, and village based counselors; and 2) improve the communication and referral procedures, and timely delivery of behavioral health services delivery within and among agencies and providers to increase the support systems around students with mental health needs.</p>	<p>New Fall 2009</p>	<p>Federal Office of Safe and Drug Free schools</p>	<p>Continuing</p>

26. The state-funded Bring The Kids Home Movement has granted the Special Education Service Agency the Education Transition Support Project (ETSP) grant. This grant provides school districts advance notice and educational records of youth returning home from out-of-home placements (in and out of state). The goal of this grant is to provide school and community support to develop a support system prior to, or as soon as, the youth returns home.	New Fall 2008	Alaska Mental Health Trust Authority	Continuing
27. The Alaska Autism Resource Center's (AARC) mission is to provide training, education, and to disseminate information statewide regarding autism spectrum disorders across the lifespan. This AARC provides support and resources through on-site and distance delivery methods for families, communities, and individuals on the autism spectrum. As part of the state's 5 part plan, the AARC attends and provides state levels input and participate in systems change activities to improve the amount and delivery of services for early identification, intervention, and adult supports.	NEW Fall 2002 Ongoing	Alaska Mental Health Trust Authority General funds Part C Funding VI-B & 619 Administrative Discretionary Funding	Continuing
28. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
29. The state is implementing an Early Childhood School program. Alaska is one of two states that have been awarded a TACSEI (Technical Assistance Center on Social Emotional Intervention) GRANT. The state will be implementing the Pyramid model to promote Social Emotional Competence in young children birth through 5.	New Started Fall 2009	OSEP, VI-B & 619 Administrative Discretionary Funding Part C Funding Head Start Funding	Continuing Revised
30. The state funded Positive Behavior Supports/Response to Intervention (PBS/RtI) Statewide Center, which was awarded to the Special Education Service Agency, is functioning as a statewide technical assistance center and a clearinghouse for Positive Behavior Support resources. The Center is part of the Statewide System of Support and provides skill based training to low performing schools through resources, on-site culturally appropriate training, and on-site and distance coaching for the implementation of school wide positive behavior supports with fidelity.	NEW Jan. 2010	VI-B & 619 Discretionary, and Administrative funds.	Continuing Revised
LEA Improvement Activities	Timelines	Resources	Status
2. Districts are implementing RTI/PBS into their curriculums to promote Positive Behavior and decrease Suspension/Expulsions.	Ongoing	General Funds, LEA 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.	Ongoing	General Funds, LEA 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.	Ongoing Quarterly	NCLB, LEA VI-B & 619 Administrative Discretionary Funding	Continuing
6. LEA's will continue to ensure that parents get a copy of the student handbook and that they review it with their children and both the child and student have to sign off stating that they have read and understand the school rules. In addition, the Parent Advisory Committee is kept informed of any changes to the student handbook and meets monthly.	New Ongoing	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
7. LEA's will use the Responsible Thinking Process to improve student behavior.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
8. Districts place a high value on school climate and school connectiveness. Attempt to be very proactive in dealings with all students to identify social, emotional, and behavioral problems early and address them prior to negative behaviors occurring. Local mental health and behavioral outreach officials have a daily presence and the district works cooperatively to identify and diffuse potential problems.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 19-30 to the APR.
2. Added LEA improvement activities 6-8 to APR and SPP.
3. Timelines and status of improvement activities were reviewed and revised as appropriate.
4. Revised SEA Significant Discrepancy definition as per AK Response table.

Part B State Annual Performance Report (APR) for FFY 08

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

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

Measurement:

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

Applied: 8895/15721=56.6%

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

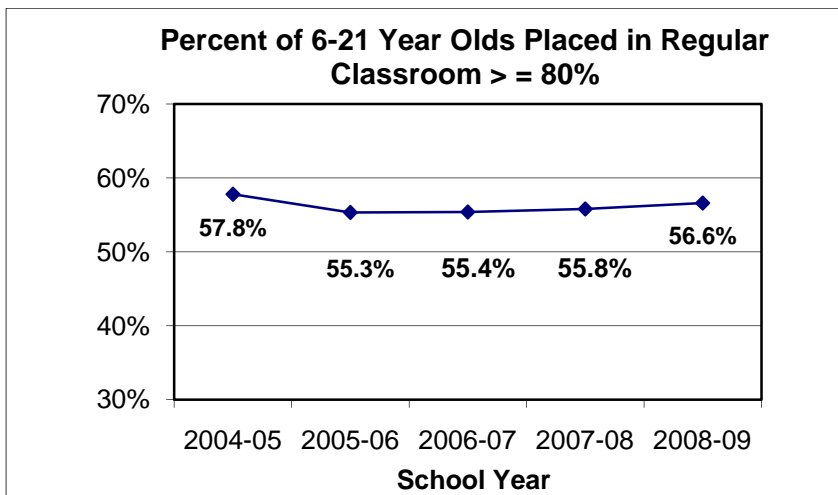
Applied: 2069/15721=13.2%

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

Applied: 324/15721=2.1%

A. Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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 %
2008 (08-09)		58.6 %	56.6 %



Explanation of Progress or Slippage:

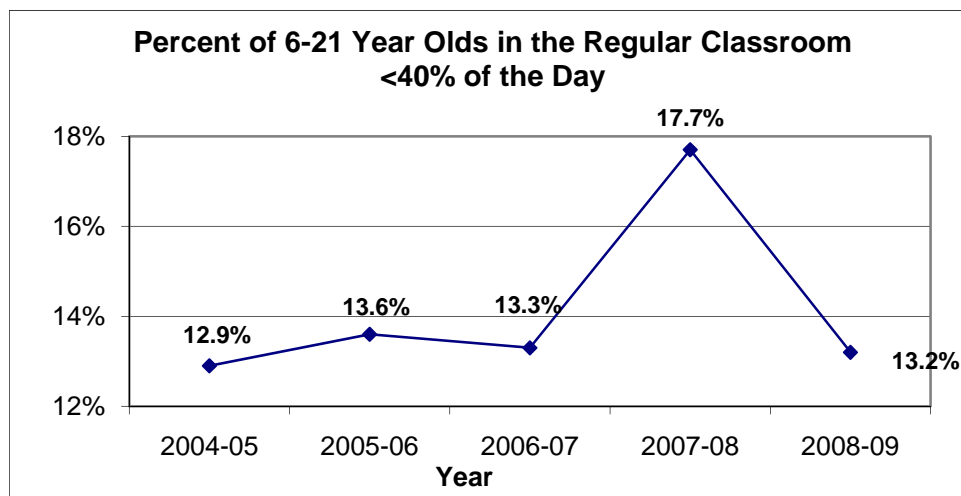
The State of Alaska EED has shown a slight increase of .8% from 07-08 school years data; we still have not reached our target of 58.6 %.

In reviewing our district data, 35 districts showed movement in this area and the state had 19 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 08:

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 %
2008 (08-09)		12.3%	13.2%



Explanation of Progress or Slippage

The State of Alaska has not reached its target for this indicator. Our data shows a decrease of 4.5% for this indicator. We are moving closer to our target, but we did not reach our target of 12.5%.

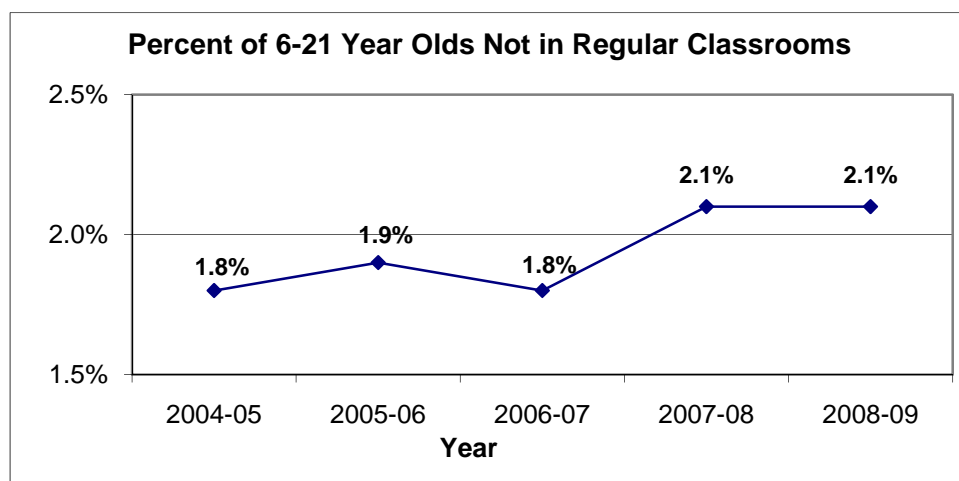
One reason for the spike of students in this setting category in FFY 2007 was that the state of Alaska has been involved in a statewide initiative to Bring the Kids Home/Keep the Kids Home. Previously, the state has had around 800 students (regular & special education) placed in out-of- state residential treatment centers. 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 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. Now after that transition year has happened it seems that we are back in line with our previous year's

numbers. Our largest district which has 38.8% of the states special education population and the recipient of most of these students showed a decrease of 758 students in this 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.

C. Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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%
2008 (08-09)		1.4%	2.1%



Explanation of Progress or Slippage

The State of Alaska did not meet its target for this indicator. Our data has stayed the same for this indicator.

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 2005-2008

- 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.
- 9. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. This is now addressed as an LEA activity.
- 12. EED has revised the state’s IEP form to include all possible LRE environments to assist LEAs with reporting.

Status of APR Improvement Activities /Timelines/Resources for Indicator 5 (FFY 08):

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 Conference (NCLB) and the Alaska State Special Education Conference (ASSEC). These continue to provide opportunities to promote RTI, PBS, and inclusion.	Ongoing	Discretionary, Administrative, and VI-B Funding.	These are annual conferences. NCLB occurs in January, ASSEC occurs in February and the Directors' Conference occurs in September. Revised
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 2008, 2009
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 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 Revised
5. EED currently submits LRE data through EDEN.	Ongoing Winter	1 FTE Data Manager VI-B Funding	Continuing
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
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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing

11. EED has provided additional training to districts on coding educational environments appropriately.	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
13. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
14. The Special Education Service Agency was awarded a two-year School and Mental Health Integration Grant (MESH-AK) from the Office of Safe and Drug Free Schools (OSDFS) in June 2009. The goals of the MESH-AK are to: 1) enhance Positive Behavior Support and crisis prevention and response capacity of Bering Strait School District, the regional juvenile justice personnel, Norton Sound Health Corporation, and village based counselors; and 2) improve the communication and referral procedures, and timely delivery of behavioral health services delivery within and among agencies and providers to increase the support systems around students with mental health needs.	New Fall 2009	Federal Office of Safe and Drug Free schools	Continuing
15. The state-funded Bring The Kids Home Movement has granted the Special Education Service Agency the Education Transition Support Project (ETSP) grant. This grant provides school districts advance notice and educational records of youth returning home from out-of-home placements (in and out of state). The goal of this grant is to provide school and community support to develop a support system prior to, or as soon as, the youth returns home.	New Fall 2008	Alaska Mental Health Trust Authority	Continuing
16. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status

1. LEA hired additional 2 aides to enable middle school students with disabilities to remain in general education setting.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
2. The LEA increased one elementary special education teacher and aide from all day resource services to co-teaching supports.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
3. Early Intervention programs help children learn the skills they need early on in their education so that they can be in the regular classroom.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
4. The LEA provides monthly support and coordination of services for residential facility placement to provide an inclusive setting across the facility: Mental Health Agency, SAT, SpEd embedded, smaller Teacher/Pupil ratio.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
5. LEA has team teaching situations available in the building in all content areas with small group instruction for goals and skill classes where content is delivered by a SpEd teacher and credit is earned toward graduation. These services have been offered in a variety of situations: students in vocational programs, confined to home setting, correspondence, and situations where available structures did not meet the needs of the student.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 13-16 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 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

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

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

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

Applied:

FFY	Baseline	Target	Actual
2004 (04-05)	49.6%		
2005 (05-06)		50.6 %	42.6 %
2006 (06-07)		Not due	Not due
2007 (07-08)		Not due	Not due
2008 (08-09)		Not due	Not due

Actual Target Data for (FFY 08):

Not due at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Improvement Activities Completed in FFY 2005-2008

11. EED has revised the State IEP form to include all possible LRE environments to assist LEAs with reporting.

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	Ongoing	Supported by Discretionary Administrative and	Continuing These are annual

Left Behind Conference, and the Alaska State Special Education Conference.		VI-B Funding	conferences. NCLB occurs in January, ASSEC occurs in February and the Directors' Conference occurs 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
8. The Department monitors each districts administrative policy to ensure they are in compliance. 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.	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing

12. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 07)

1. Added SEA improvement activity 12 to APR and SPP.
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:

Outcomes:

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

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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

Measurement for Summary Statement 1:

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

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

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

Overview of Issue/Description of System or Process:

The State of Alaska is using the Seven-Point ECO Child Outcomes Summary Form. For FFY 2008 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 2008 (2008-2009):

A. Positive social-emotional skills (including social relationships):	Number of Preschoolers	% of Preschoolers
a. Percent of preschool children who did not improve functioning.	56	8% (56 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	73	10.5% (73 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	136	19.5% (136 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	190	27.3% (190 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	241	34.6% (241 of 696)
Total	N =696	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.	50	7.2% (50 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	59	8.5% (59 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	143	20.5% (143 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	227	32.6% (227 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	217	31.2% (217 of 696)
Total	N = 696	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.	45	6.5 % (45 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	64	9.2% (64 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	109	15.7% (109 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	220	31.6% (220 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	258	37.1% (258 of 696)
Total	N = 696	100%

Baseline Data for Preschool Children Exiting 2008-2009

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	71.6%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	61.9%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	77.2%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	63.8%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	75.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	68.7%

Discussion of Baseline Data:

FFY 2008 baseline data was collected for 696 early childhood students, 696 of whom had received services for at least six months, from 34 school districts. The state has shown a steady increase of reported data for this indicator. Entry data has now been collected from 49 of 54 school districts (1911 preschool students). In looking at our summary statement data from last year Alaska has shown progress in all but one area. Alaska believes that the quality of its data is improving because there is a better understanding of early childhood outcomes in the districts due to training and information sharing.

Targets for Preschool Children Exiting in FFY 2009 (2009-10) and FFY 2010 (2010-2011) and Reported in Feb 2011 and Feb 2012

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	72.1%	72.6%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	62.4%	62.9%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	77.7%	78.2%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	64.3%	64.8%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	75.6%	76.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	69.2%	69.7%

Status of SPP Improvement Activities/Timelines/Resources for Indicator 7 (FFY 08):

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.
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.
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
4. The Department provided one-day training to all districts having to submit data for this SPP submission.			Completed
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 occurs in February and the Directors' Conference occurs in September.
6. Utilize additional assistance from WRRRC, the ECO Center, NECTAC, and other agencies, stakeholder groups, taskforces, and technical assistance providers.	Ongoing	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.	Ongoing	Title VI-B & 619 Administrative and Discretionary Funding	Continuing

8. EED will provide each LEA with individual trainings on collecting ECO data.	Ongoing	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.	In Development Summer 2010	SPDG funding	Continuing
10. The Alaska Legislature approved EEDs request for \$2 million for a voluntary pilot preschool program that will serve up to 500 children statewide in school district-operated, half-day preschools for 4-year-olds and those 5-year-olds who are too young to enter kindergarten. Six Alaska school districts have been awarded grants to pilot preschool programs for the next year. The purpose of the pilot is to allow school districts to create preschool programs that incorporate the Early Learning Guidelines in ways that are tailored to their communities. Aside from operating preschools, grantees will be required to offer support, such as training and access to learning materials, to parents who care for their young children at home.	NEW Fall 2009	General Funds	Continuing
11. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status
1. LEA's have developed data collect tools for this indicator.	NEW	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

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

1. Added SEA improvement activity 10 & 11 to APR and SPP.
2. Added LEA improvement activity 1 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 08

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: $((1667/3404)*100 = 48.9\%$ (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 08:

FFY	Baseline	Target	Actual
2006 (06-07)	29.3%		
2007 (07-08)		30%	44.2%
2008 (08-09)		30.8%	48.9%

Percent at or above indicator 8 standard: 48.9%

(SE of the mean = 1.04%)

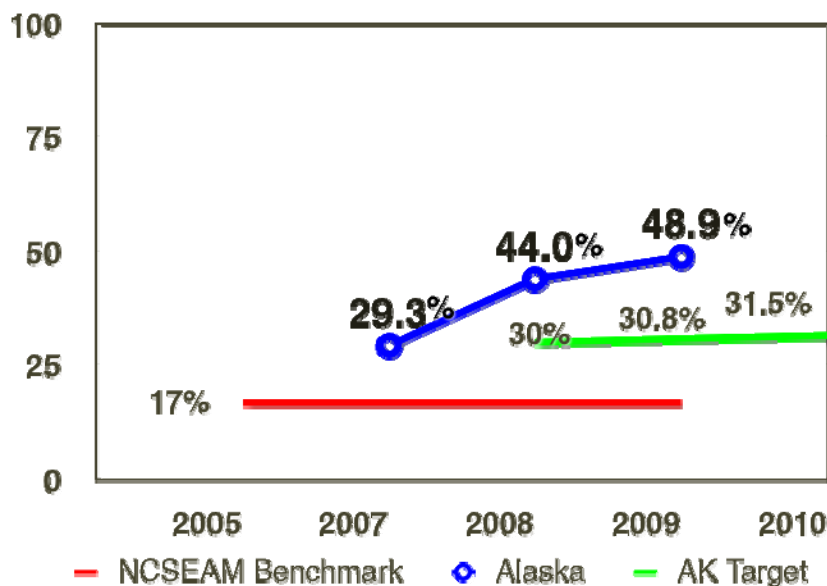
Number of Valid Responses: 3,404

Measurement reliability: .94

Mean Partnership Efforts Measure: 588

Measurement SD: 114

Figure 1: Percent of Parents Reporting that Schools Facilitated Their Involvement



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

Disability Category	<i>frequency and % of Respondents</i>	<i>frequency and % of Target Population</i>	2009 Response Rate Differential	2008 Response Rate Differential	2007 Response Rate Differential
Mental Retardation	166 (4.9%)	649 (3.7%)	1.2%	-0.2%	-1.49%
Speech or Language Impairments	650 (19.1%)	3408 (19.3%)	-0.2%	2.0%	-3.07%*
Emotional Disturbance	114 (3.3%)	687 (3.9%)	-0.6%	-0.5%	-1.62%
Other Health Impairments	469 (13.8%)	1972 (11.2%)	2.6%	0.5%	1.37%
Specific Learning Disabilities	1222 (35.9%)	7254 (41.1%)	-5.2%*	-4.2%*	-21.09%*
Autism	203 (6.0%)	663 (3.8%)	2.2%	1.0%	8.87%*
Other Disabilities Combined	559 (16.4%)	2908 (16.5%)	-0.1%	1.5%	17.04%*
Unknown	21 (0.6%)	94 (0.5%)	-0.1%	-0.1%	n/a
Total	3404 (100%)	17635 (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

Race/Ethnicity	<i>frequency and % of Respondents</i>	<i>frequency and % of Target Population</i>	2009 Response Rate Differential	2008 Response Rate Differential	2007 Response Rate Differential
White	1836 (53.9%)	8716 (49.4%)	4.5%	1.8%	11.92%
African American	115 (3.4%)	779 (4.4%)	-1.0%	0.0%	-3.45

Hispanic	188 (5.5%)	1022 (5.8%)	-0.3%	-0.3%	-2.17
Asian	102 (3.0%)	535 (3.0%)	0.0%	0.5%	-1.27
Native American	46 (1.4%)	224 (1.3%)	0.1%	-0.4%	Combined
Alaska Native	860 (25.3%)	4832 (27.4%)	-2.1%	-2.0%	-5.02%
Multi-Ethnic	184 (5.4%)	1161 (6.6%)	-1.2%	0.3%	
Native Hawaiian or Pacific Islander	53 (1.6%)	250 (1.4%)	0.2%	0.1%	
Unknown	20 (0.6%)	116 (0.7%)	-0.1%	0.0%	
Total	3404 (100%)	17635 (100%)			

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

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	2279 (67.0%)	11791 (66.9%)	0.1%
Female	1121 (32.9%)	5835 (33.1%)	-0.2%
Unknown	4 (0.1%)	9 (0.1%)	-
Total	3404 (100%)	17635 (100%)	

Table 4 – Survey Return Rates by School District

District #	# Sent	# Received	% Returned	District #	# Sent	# Received	% Returned
2	5	1	20.0%	30	53	10	18.9%
3	52	10	19.2%	31	570	77	13.5%
4	6	2	33.3%	32	256	50	19.5%
5	6602	1038	15.7%	33	2470	545	22.1%
6	53	6	11.3%	34	103	20	19.4%
7	198	49	24.7%	35	94	27	28.7%
8	17	7	41.2%	36	192	31	16.1%
9	28	4	14.3%	37	243	50	20.6%
10	13	2	15.4%	38	2	0	0.0%

11	80	11	13.8%	39	98	24	24.5%
12	48	17	35.4%	40	9	3	33.3%
13	79	22	27.8%	42	186	49	26.3%
14	110	21	19.1%	43	16	5	31.3%
15	82	14	17.1%	44	40	19	47.5%
16	2222	444	20.0%	45	82	14	17.1%
17	175	52	29.7%	46	12	5	41.7%
18	48	22	45.8%	47	29	3	10.3%
19	17	4	23.5%	48	111	28	25.2%
20	15	0	0.0%	49	39	8	20.5%
21	22	6	27.3%	50	15	7	46.7%
22	810	193	23.8%	51	74	14	18.9%
23	15	2	13.3%	52	132	22	16.7%
24	1301	273	21.0%	53	11	2	18.2%
25	244	66	27.0%	54	59	12	20.3%
27	21	3	14.3%	55	26	6	23.1%
28	370	87	23.5%	56	34	6	17.6%
29	31	6	19.4%	98	15	5	33.3%

Reliability and Validity of Data

The response rate for the Parent Involvement Survey was 19.3%. A total of 3,404 parents or guardians responded out the 17,635 surveys that were delivered. Nearly 81% 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. 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. EED has a high degree of confidence in the results of Parent Involvement Survey. All Respondent demographic categories fell within +/-3% of the Target Population with the exception of Whites, who were very slightly over-represented at 4.5% and parents of children with Specific Learning Disabilities, who were slightly under-represented at 5.2%. These small amounts of variance in percentage of Respondents from the Target Population are not considered a threat to the reliability and validity of the data, especially when the relatively healthy census response rate of 19.3% is taken into account. It is unlikely that the overall Indicator score of 48.9% (parents reporting school districts facilitate their involvement) is drastically skewed by these minor representation issues.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 08

The State of Alaska exceeded its target in this area by more than 18 percent. In addition, Alaska showed progress with an increased response rate from the target population and a highly representative group of respondents. For example, in Table 1, Specific Learning Disabilities are only slightly underrepresented this year at 5.2% compared to two years ago when they were under-represented by 21%. Table 2

demonstrates representativeness of respondents across ethnicities, and compares it to previous year's response rate differentials.

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. Two districts (district codes 20 and 38) are not represented this year. The two districts that are not represented in this year's results had target populations of 15 and 2, respectively, and do not significantly impact the representativeness of the data. Our survey instrument stayed the same.

EED is continually reviewing and refining its data collection methods in order to ascertain the most accurate and complete understanding possible of how parents perceive schools are involving them in their children's education. New revisions to the data collection methods for 2010 include enhanced survey announcement and reminder notices, and a more compressed timeline to send the reminder to parents. Both are expected to increase the response rate. They are reflected in Improvement Activities 9 and 14. The data collection method sends the survey once to the entire Target Population, and Non-Responders receive the survey a second time. An additional change to the data collection timeline affords an opportunity to analyze the data earlier in the process, specifically to examine and address the issue of representativeness. If problems of over-representativeness of Whites and under-representativeness of parents of students with Specific Learning Disabilities persists, the State will consider sending the survey a third time to under-represented populations.

Improvement Activities Completed in FFY 2005-2008

5. Onsite monitoring activities promote inclusive settings.

Status of APR Improvement Activities /Timelines/Resources for Indicator 8 (FFY 08):

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.
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
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.
7. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results. Parents are involved in all of our stakeholder meetings regarding	Monthly- Ed. Committee, Quarterly- SEAP	Discretionary funding	Continuing Revised

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. To heighten awareness and increase response rates, each Alaskan parent of a special needs student is sent a tri-fold flyer announcing the parent survey to follow.	Ongoing 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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
11. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
12 In the Alaska State Special Education Handbook, EED provides a section that is used for parent information and promotes parent involvement (Appendix K).	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED has developed an online E-Learning module on how to use our Parent guide	New 2008	VI-B & 619 Administrative Discretionary Funding	Continuing
14. EED will administer the surveys to parents earlier in the school year so they may be reviewed, processed and analyzed sooner. A reminder notice to complete the surveys will be sent out earlier as well.	New Spring 2010	VI-B & 619 Administrative Discretionary Funding	Continuing
15. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status

1. LEA has open door policy for observations by family and agencies or other specialists.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
2. LEA has weekly grade level emails by principal sent to parents, phone calls to recruit help with activities and chaperone dances, parent letters, help with AMSEA, invites to monthly BBQ and parent meetings with grade level teams.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
3. LEA has a district website, where by the parents can monitor their student's grades and email teachers - specific to academic progress and mentoring.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
4. The LEA trains and discusses with their teachers and paraprofessionals the art of communication with parents. We stress to include positive news and not to be an adversarial force. We are working against the old attitude of culling out and replacing it with the idea that each student may need a unique formula to maximize their learning.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
5. The LEA facilitates and advertises University of Washington webinar training on Autism every month in the evening.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
6. The LEA takes students on relevant outdoor trips which involve teaching GLEs on a cultural perspective. Parents are involved in the meetings prior to taking the trips and are able to go on the trips as well. The whole community is involved in the culminating activity during the Fall Feed where students share what they have learned and harvested.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
7. The LEA's speech therapist sends a notebook and/or tape recording home with each student who received services on a weekly basis. The materials sent home review the progress at school and offer suggestions for the parents to do with their child,	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
8. The LEA Parent advisory Committee, Parent Navigator, parent support groups, STEP, Access Alaska, TTI.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

1. Added SEA improvement activities 11-15 to the APR.
2. Added LEA improvement activities 1-8 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 08

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: $0/54 \times 100 = 0\%$

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 08:

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 %
2008 (08-09)		0%	0%

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008 (2008-2009)	54	2	0	0.00%

Overrepresentation: Table 1 depicts districts with a risk ratio of three or higher and their respective special education count, during FFY 2008 in Alaska. There were two districts (#17, #52), 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. Both school districts attended an annual stakeholder meeting hosted by EED in Juneau, in October 2009. 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 to determine whether they were in compliance with Part B requirements. EED also reviewed student records to ensure that the students were evaluated, and that eligibility decisions were made, in compliance with Part B requirements. All of them were appropriate. These districts overrepresentation was not based on inappropriate identification.

Underrepresentation: Alaska has a risk ratio of .33 or lower for underrepresentation. No districts showed underrepresentation.

Table 1 – School Districts with Risk Ratio 3 or Higher and .33 or Lower, FFY 2008

District ID	Native American	Asian	African American	Hispanic	White
17	3.38				
52	3.05				

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

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

During the annual disproportionality stakeholder meeting, both districts 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, each 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. Both districts were 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 2008 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 2008

There were no findings of noncompliance in FFY 2008 related to this indicator.

Improvement Activities Completed in FFY 2005-2008

9. EED along with a SEAP and LEA representative participated in a regional meeting with WRRC to discuss disproportionality issues.

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 2008 and 2009.
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	Continuing This meeting took place in October 2008 and 2009 together with strategies 1, 5 and 6.
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	Continuing This meeting occurred in October 2008 and 2009 together with strategies 1, 4 and 6.
6. EED will provide assistance to school districts that have been determined to have disproportionate representation of racial and ethnic groups in special education and related services that were the result of inappropriate identification.	Annual	VI-B & 619 Administrative Discretionary Funding	Continuing This activity occurred in October 2007 and 2008 together with strategies 1, 4 and 5. 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		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
10. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
11. EED has developed a Determining Disproportionality in Alaska Rubric that defines the different risk ratio levels and actions that will be in effect for each level.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

12. EED, at the request of LEA, will advise them of risk proximity status.	New Spring 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED will be developing a Cultural Assessment tool for LEA's to use in ruling out Cultural bias in determining eligibility.	New Spring 2010	VI-B & 619 Administrative Discretionary Funding	Continuing
14. EED will be developing a Self Assessment tool for LEA's to use to review their own policies, procedures and practices for determining eligibility.	New Fall 2010	VI-B & 619 Administrative Discretionary Funding	Continuing
15. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
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.	Ongoing	LEA Sped Director	Continuing
2. The LEA will coordinate a planning meeting to implement the RTI model.	Ongoing	LEA Sped Director	Continuing
3. The LEA will develop training for staff on disproportionality, Eligibility appropriateness, team decision making and potential cultural issues.	Ongoing	LEA Sped Director	Continuing
4. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools	Ongoing	LEA Sped Director	Continuing
5. The LEA made a conscience decision to look at all speech impaired students identified from previous evaluations and compared to their LEP students. In many cases they have seen where students with limited English proficiency have been inappropriately identified as speech impaired. This has resulted in a significant decrease in the overall students identified as disabled.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
6. The LEA provided disproportionality training to their Special Education teachers. Increasing the awareness and reviewing the identification categories and the supporting documentation has helped their teachers to make more accurate decisions about eligibility categories.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

1. Added SEA improvement activities 10-15 to APR and SPP.
2. Added LEA improvement activities 5 & 6 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 08

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 08:

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 %
2008 (08-09)		0%	0%

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008 (2008-2009)	54	4	0	0.00%

Data Discussion: Disproportionate Representation

Overrepresentation: Table 1 depicts districts with a risk ratio of three or higher during FFY 2008 in Alaska. There were four districts (#5, #13, #52, and #17), 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. These school districts attended an annual stakeholder meeting hosted by EED in Juneau, in October 2009. 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 and #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 and Emotionally Disturbed Asian students under-identified. District #17 had Other Health Impaired Caucasian students under-identified. These school districts attended an annual stakeholder meeting hosted by EED in Juneau, in October 2009.

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 60% 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 7th & 8th grade math. African American students performed at a 50% or better in all areas of assessment except 7th & 8th 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 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 2008

District ID/ Disability	Native American	Asian	African American	Hispanic	White
17 / LD	3.61				
17 / SI	3.67				
17/OHI	6.48				.27
52/LD	3.61				
52/SI	3.67				
5/ED		.20			
5/OHI		0.21			
13/LD	3.20				

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

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. During this meeting, the Department reviewed these districts policies, procedures, and practices to determine whether they were in compliance with Part B requirements. EED also reviewed student records to ensure that the students were evaluated, and that eligibility decisions were made, in compliance with Part B requirements. All of them were appropriate. 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.

Three districts (#13, #17 and #52) 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 Other Health Impaired students, 1 non-Native American Other Health Impaired 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 #52 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.

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

All eligibility was determined appropriately. No disproportionality was the result of inappropriate identification for FFY 2008 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 08

There were no findings of noncompliance in FFY08.

Improvement Activities Completed in FFY 2005-2008

9. EED along with a SEAP and LEA representative participated in a regional meeting with WRRC to discuss disproportionality issues.

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 2008 and 2009.

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	Continuing This meeting occurred in October 2008 and 2009 together with strategies 1, 5 and 6.
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	Continuing This meeting occurred in October 2008 and 2009 together with strategies 1, 4 and 6.
6. EED will provide assistance to school districts that have been determined to have disproportionate representation of racial and ethnic groups in special education and related services that were the result of inappropriate identification.	Annual	VI-B & 619 Administrative Discretionary Funding	Continuing This activity occurred in October 2008 and 2009 together with strategies 1, 4 and 5. 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
10. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
11. EED has developed a Determining Disproportionality in Alaska Rubric that defines the different risk ratio levels and actions that will be in effect for each level.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

12. EED, at the request of LEA, will advise them of risk proximity status.	New Spring 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED will be developing a Cultural Assessment tool for LEA's to use in ruling out Cultural bias in determining eligibility.	New Spring 2010	VI-B & 619 Administrative Discretionary Funding	Continuing
14. EED will be developing a Self Assessment tool for LEA's to use to review their own policies, procedures and practices for determining eligibility.	New Fall 2010	VI-B & 619 Administrative Discretionary Funding	Continuing
15. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
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.	Ongoing	LEA Sped Director	Continuing
2. The LEA will coordinate a planning meeting to implement the RTI model.	Ongoing	LEA Sped Director	Continuing
3. The LEA will develop training for staff on disproportionality, Eligibility appropriateness, team decision making and potential cultural issues.	Ongoing	LEA Sped Director	Continuing
4. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools	Ongoing	LEA Sped Director	Continuing
5. The LEA made a conscience decision to look at all speech impaired students identified from previous evaluations and compared to their LEP students. In many cases they have seen where students with limited English proficiency have been inappropriately identified as speech impaired. This has resulted in a significant decrease in the overall students identified as disabled.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

6. The LEA provided disproportionality training to their Special Education teachers. Increasing the awareness and reviewing the identification categories and the supporting documentation has helped their teachers to make more accurate decisions about eligibility categories.	New Fall 2009	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

1. Added SEA improvement activities 11-15 to APR and SPP.
2. Added LEA improvement activities 5 & 6 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 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective 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.

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 45 school days (State-established timeline).

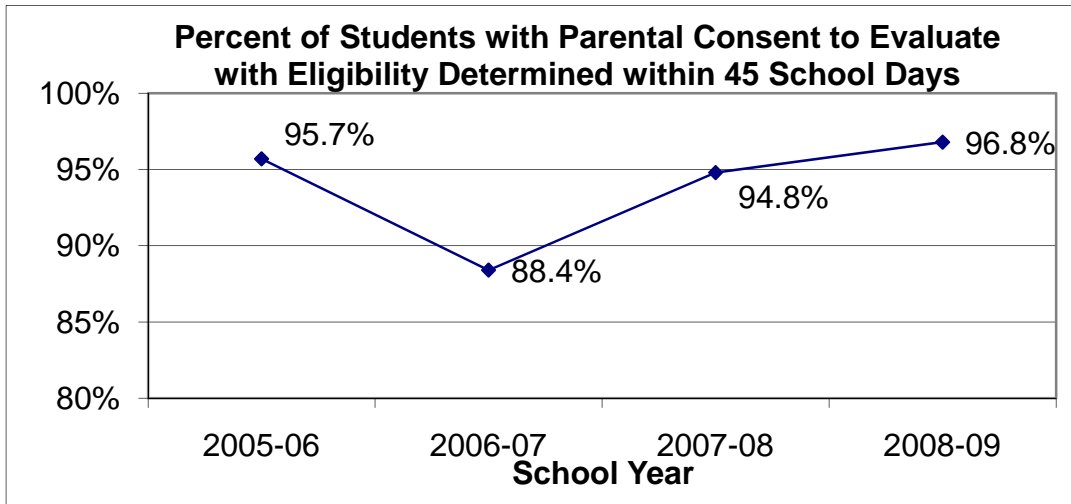
Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

Applied: $([3128/3230]*100) = 96.8 \%$

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

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 %
2008 (08-09)		100%	96.8%



Children Evaluated Within 45 School Days (State-established timeline):

a. Number of children for whom parental consent to evaluate was received	3230
b. Number of children whose evaluations were completed within 45 school days (or State- established timelines)	3128
Percent of children with parental consent to evaluate, who were evaluated within 45 school days (State established-timeline) (Percent = [(b) divided by (a)] times 100)	97%

Table 1 accounts for students who were removed due to the exceptions under 34 CFR 300.301 (d). These students were not included in the calculation for this indicator.

Table 1

Why removed	Count
Parent repeatedly failed to produce child for evaluation	21
Parent withdrew consent	4
Student moved or withdrew during process	9
Parent repeatedly failed to come to meetings	71
Total:	105

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	10
Eligibility within 46-50 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	31
Eligibility within 51-60 school days	Evaluator unable to test due to weather	1
Eligibility within 51-60 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	20
Eligibility within 61-70 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	9
Eligibility longer than 70 school days	Evaluator unable to test due to weather	3
Eligibility longer than 70 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	9
	Total Late	83

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	Evaluator unable to test due to weather	1
Eligibility within 46-50 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	7
Eligibility within 51-60 school days	Evaluator unable to test due to weather	1
Eligibility within 51-60 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	2
Eligibility within 61-70 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	1
Eligibility longer than 70 school days	Other (i.e. scheduling, waiting on reports, family emergencies, custody)	7
	Total Late	19

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

The State of Alaska did not reach its target of 100% for this indicator. However, the FFY 2008 data of 96.8% shows progress from the FFY 2007 data of 94.8% and 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 (school psychologists, speech therapist, occupational therapists and physical therapists). 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 FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 94.8%

4. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	22
5. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	22
6. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

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. For findings of noncompliance (Indicator 11), requirements for correction and verification of correction varied based on the level of noncompliance:

- A) For 90% to 99% compliance, the LEA was required to submit subsequent data that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- B) For 75% to 90% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit **subsequent data**, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- C) For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit **subsequent data**, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- D) If an LEA does not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected.

The department:

- 1) For each student file that was found out of compliance, EED verified that the LEA completed the initial evaluation although late, unless the child was no longer within the jurisdiction of the LEA.
- 2) EED required LEAs to provide documentation that eligibility had been determined in a timely manner (45 school days) for 100% of a number of student files (the number of student files varied according to LEA size) in a predetermined period of time based on the level of noncompliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
N/A	

Improvement Activities Completed in FFY 2005-2008

N/A

Status of APR Improvement Activities /Timelines/Resources for Indicator 11 (FFY 08):

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.
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	Ongoing	Title VI-B & 619 Administrative Discretionary Funding	Continuing Completed The State Special Education

along with a memo explaining the changes.			Handbook was revised in December 2007.
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 2007-2009.
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 occurs in February and the Directors' Conference occurs in September.
7. The Department will monitor the district administrative policies to ensure they are meeting Child Find, 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
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.	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
9. 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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
10. The department provides 1-day training including focused technical assistance to districts that were in Needs Intervention based on performance in this indicator.	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
11. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in	New Ongoing	VI-B & 619 Administrative Discretionary	Continuing

meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.		Funding	
12. In compliance with OSEP memo 09-02, districts are required to submit documentation of correction on all non-compliance.	New 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
LEA Improvement Activities	Timelines	Resources	Status
1. The LEA will coordinate a planning meeting to implement the RTI model.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing
2. The LEA (Sped. Director) will coordinate with the Superintendent to establish coordination time to address district requirements.	Ongoing	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
3. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools.	Ongoing	LEA VI-B & 619 Administrative Discretionary Funding	Continuing
4. The LEA has instituted mandatory Special Education meetings weekly to provide an avenue for collaboration and information sharing.	Ongoing	LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 11-13 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 08

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 (LEA notified pursuant to 637(a) (9)(A)) for Part B 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.
- e. # of children who were referred to Part C less than 90 days before their third birthdays. **(not reported this year)**

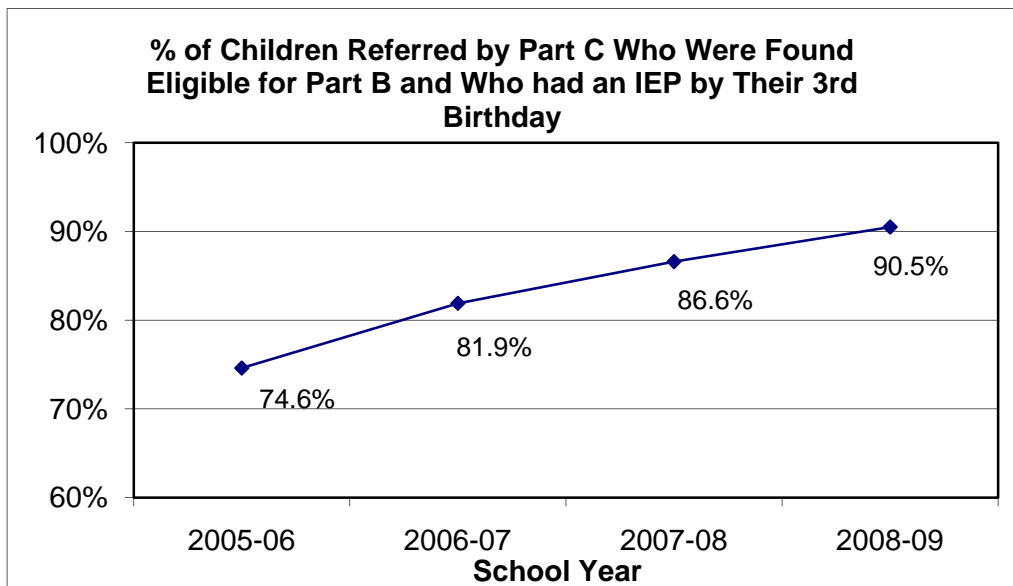
Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

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

Applied: $[218 / (297 - 29 - 27 - 0)] * 100 = 90.5\%$

Measurable and Rigorous Targets and Actual Target Data for FFY 2008:

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%
2008 (08-09)		100%	90.5%



Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	297
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	29
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	218
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	27
e. # of children who were referred to Part C less than 90 days before their third birthdays. <i>[This information is not required until the 2011 submission but may be reported in 2010 if the State's data are available.]</i>	Not reported
# in a but not in b, c, d, or e.	23
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 Percent = $[(c) / (a-b-d-e)] * 100$	90%

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	1
Parent refusal to provide consent caused delayed evaluation or initial services	27
Other (weather, specialist not available for evaluation, etc.)	22
Eligibility of Students Determined after 3rd Birthday	
Total Eligible but late	22
Total Not Eligible but late	1

Range of Days Late for Eligible Children	# of Students
0-10	8
11-30	4
31-60	5
>60	6

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Alaska’s data for this indicator demonstrates progress from the FFY 2007 data of 86.6%. This is due to implementation of corrective action plans and technical assistance for districts who did not demonstrate compliance in FFY 2007. In addition, six districts determinations reflected district performance on this indicator and those districts were required to implement additional activities based on those determinations. The 23 students reported under the “other” category have been checked individually and they do not fit in any of the exemptions allowed under 34 CFR 300.301(d).

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 2008. Correction of the findings made in those districts will be reported in the FFY 2009 APR.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 86.6%

7. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	14
8. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	14
9. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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.

Verification of Correction (either timely or subsequent):

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, when applicable, IEPs, even if not within the timeline. For findings of noncompliance (Indicator 12), requirements for correction and verification of correction varied based on the level of noncompliance:

- A. For 90% to 99% compliance, the LEA was required to submit subsequent data that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- B. For 75% to 90% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit **subsequent data**, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- C. For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit **subsequent data**, collected following the implementation of the strategies that showed 100%

compliance (the number of student files to be submitted for verification varied according to the LEA size).

- D. If an LEA does not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected.

The department:

1. For each student file that was found out of compliance, EED verified that the LEA had developed and implemented the IEP, although late, unless the child was no longer within the jurisdiction of the LEA.
2. EED required LEAs to provide documentation that an IEP was in place by the child's 3rd birthday for 100% of a number of student files (the number of student files varies according to LEA size) in a predetermined period of time based on the level of noncompliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
N/A	

Improvement Activities Completed in FFY 2005-2008

12. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. Now addressed as an LEA activity.

Status of APR Improvement Activities/Timelines/Resources for Indicator 12 (FFY 08):

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, 2 ILP	Ongoing	Discretionary Funding	Continuing Revised

representative and 4 school district personnel.			
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 two times a year to appropriate stakeholders.	3 times per year	Discretionary Funding	Continuing Revised
8. ATTI will also provide a table top display at statewide conferences.	Annual	Discretionary Funding	Continuing These are annual conferences. ASSEC occurs in February and the Directors' Conference occurs 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.
19. ATTI will provide training to all districts at the Annual Statewide Special Education Conference (ASSEC) about the Early Childhood Transitions.	Ongoing	Discretionary Funding	Continuing This is an annual conference. ASSEC occurs 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.htm	Ongoing	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 districts along with a memo explaining the changes.	Ongoing	Title VI-B & 619 Admin. Discretionary Funding	Continuing The State Special Education Handbook was revised in December 2007.
22. EED in collaboration with HSS is developing an online E-Learning module Transitions from Part C to Part B.	Ongoing	SPDG funding	In development Expected live by Feb 2010

23. 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.	Ongoing	SPDG funding	Continuing
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.	Ongoing	SPDG funding	In development Expected live by Feb 2010
25. ATTI has done a total of 59 trainings including follow ups with participation from 139 communities throughout Alaska. Many communities have received training or technical assistance more than once. In 2008, ATTI trained 72 people (20 school district personnel, 27 Part C Early Intervention providers, 3 Head Start, and 21 parents).	Ongoing	Discretionary Funding	Continuing Revised
26. ATTI has provided follow-up technical assistance and training to over 25 community teams.	Ongoing	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.	Ongoing 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.	Ongoing Annual	Discretionary Funding	Continuing Completed at the State Directors' Conference in September 2009
29. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
30. In compliance with OSEP memo 09-02, districts are required to submit documentation of correction on all non-compliance.	New 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
31. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
32. EED in collaboration with Part C has developed a data sharing database for child find activities. EED then sends out notification to all LEA's on potential students.	New Spring 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

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.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing
2. The LEA will provide four monthly ½ hour training sessions to the Memorandum of Agreement Members on Child Find Coordination Activities and Transitional Procedures.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing
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.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing
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.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing
5. The LEA will develop a plan for School Psychologist support to better meet timelines and needs of the schools.	Ongoing	LEA Sped Director LEA VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 29-32 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 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Applied: Not required to report

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2005 (05-06)	87.6 %	100 %	87.6 %
2006 (06-07)		100 %	96.9%
2007 (07-08)		100 %	98.7 %
2008 (08-09)			Not required to report

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Not required to report

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 98.7%

10. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	9
11. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	9
12. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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.

Verification of Correction (either timely or subsequent):

In addition to requiring implementation of corrective action plans and verifying correction by reviewing additional district data, EED also ensured that for all individual instances of noncompliance (Indicator 13), any Transition Plan that was not in compliance, the district was required to correct the document and provide EED a copy of the completed correction.

- A. For 90% to 99% compliance, the LEA was required to submit subsequent data that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- B. For 75% to 90% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit **subsequent data**, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- C. For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit **subsequent data**, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- D. If an LEA does not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected.

The department:

- 1. For any Transition Plan that was not in compliance, the district was required to correct the document and provide the corrected document to EED. For each file, EED verified that the LEA had developed a secondary transition plan as part of the IEP that includes the required transition content for each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA.
- 2. EED required LEAs to provide documentation that Secondary Transition plan are in place by the child's 16 birthday for 100% of a number of student files (the number of student files varies according to LEA size) in a predetermined period of time based on the level of noncompliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
N/A	

Improvement Activities Completed in FFY 2005-2008

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 its 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 and 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). 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
- 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.

10. During our Statewide Special Education Directors' Conference, all districts were provided with technical assistance materials for this indicator.

Status of APR Improvement Activities /Timelines/Resources for Indicator 13 (FFY 08):

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 team looks at secondary transition student monitoring standards in the individual IEPs.	Ongoing	Title VI-B & 619 Administrative and Discretionary Funding	Continuing Twelve - Fifteen districts are monitored each year. Revised
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.	Ongoing Revised Fall of 2007	Title VI-B & 619 Admin. Discretionary Funding	Continuing The State Special Education Handbook was revised in December 2007.
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.	Annual	Discretionary Funding	Continuing Completed at the State Directors' Conference in September 2008-2009.
6. EED's Special Education data manager provides technical assistance to all districts to improve data collection.	Ongoing	1 FTE Data Manager and VI-B Funding	Continuing

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.	Annual	Title VI-B & 619 Administrative and Discretionary Funding	Continuing These are annual conferences. ASSEC occurs in February and the Directors' Conference occurs in September.
9. The Department will monitor the district administrative policies to ensure they are in compliance with the administrative standards concerning MOA's.	Ongoing	Discretionary, Administrative, and VI-B Funding.	Continuing Twelve - Fifteen districts are monitored each year.
11. The Department is developing an online E-Learning course for how to develop an IEP, which includes writing measurable transition plans for students 16 and older.	Ongoing	SPDG funding VI-B Discretionary	In development Expected live by Feb 2010
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	Ongoing	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 48 district teams. Technical assistance has been provided to 10 districts on transition. In addition, there will be 2 camps in March and April to give teachers, students, parents and communities training on transition activities and resources. 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.	Ongoing	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 that are in Needs Intervention based on performance in this indicator.	Ongoing Annual	Discretionary, Administrative, and VI-B Funding	Continuing
15. EED will be developing an online E-Learning module on Secondary Transition.	Ongoing FFY 2009	SPDG funding	Spring, Fall 2010
16. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
17. In compliance with OSEP memo 09, districts are required to submit documentation of correction on all non-compliance.	New 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
18. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 16 -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 08

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 are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Applied: Not required to report

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2006 (06-07)	68.4%		
2007 (07-08)		69.4%	69.1%
2008 (08-09)			Not required to report

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Not required to report

Improvement Activities Completed in FFY 2005-2008

8. During our Statewide Special Education Directors Conference, all districts were provided with technical Assistance materials for this indicator.

Status of APR Improvement Activities/Timelines/Resources for Indicator 14 (FFY 08):

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. EED will 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 occurs in February and the Directors' Conference occurs 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 handbook is being sent out to all districts along with a memo explaining the changes	Ongoing Revised Fall of 2007	Title VI-B & 619 Admin. Discretionary Funding	Continuing The State Special Education Handbook was revised in December 2007. Revised
9. Each Alaskan exiting special needs student was sent a post card announcing the survey to follow.	Ongoing	Title VI-B & 619 Administrative Discretionary 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. 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 Feb 2010
12. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08): [If applicable]

1. Added SEA improvement activities 10-13 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 08

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.

Applied: a. = 1510

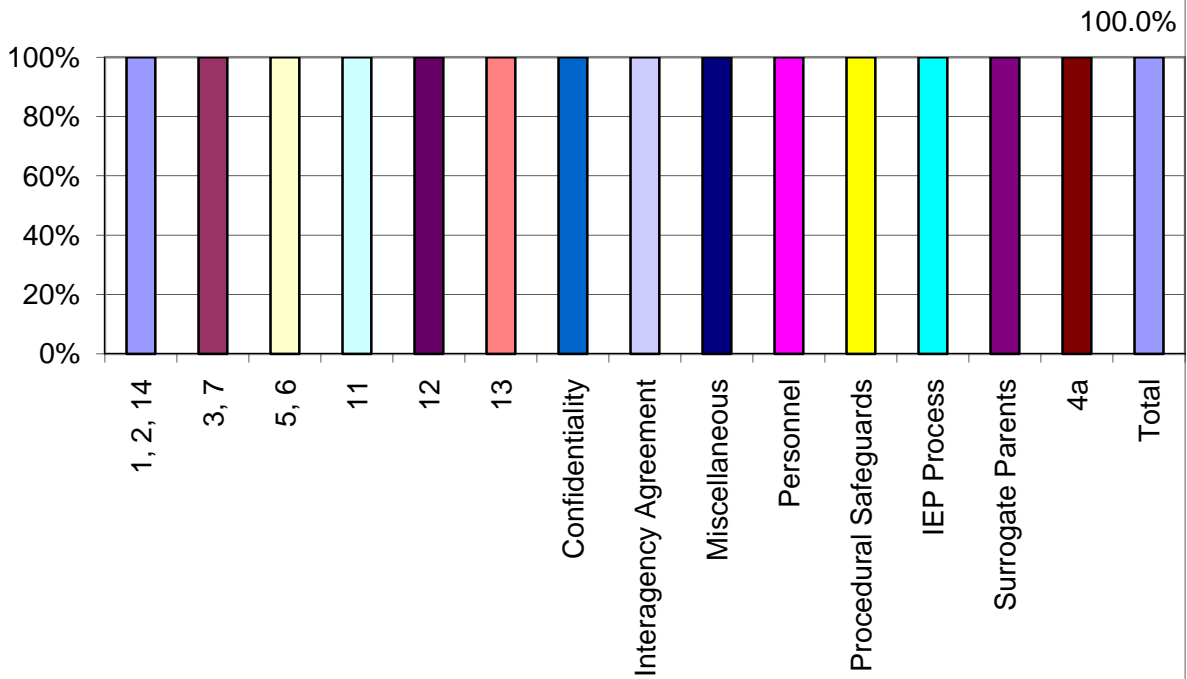
b. = 1510

1,510/1,510 * 100 = 100%

Measurable and Rigorous Targets and Actual Target Data for FFY 08

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 %
FFY 2008 (08-09)		100%	100%

General Supervision Compliance Corrected Within One Year



Identified in FY 07-08
Corrected in FY 08-09

Table 1- B15 Worksheet FFY 2008

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	16	168	168
	Dispute Resolution: Complaints, Hearings	0	0	0
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	5	10	10
	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	2	6	6
	Dispute Resolution: Complaints, Hearings	1	1	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate 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
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	549	549
	Dispute Resolution: Complaints, Hearings	1	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	16	17	17
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	9	9
	Dispute Resolution: Complaints, Hearings	0	0	0
Confidentiality	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	17	17
	Dispute Resolution: Complaints, Hearings	0	0	0
IEPs/The IEP Process	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	705	705
	Dispute Resolution: Complaints, Hearings	2	2	2
Surrogate Parents	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	12	12
	Dispute Resolution: Complaints, Hearings	0	0	0
Interagency Agreements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Procedural Safeguards/Prior Written Notice	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
Personnel	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	5	5
	Dispute Resolution: Complaints, Hearings	0	0	0
Miscellaneous	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			1510	1510
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100%
Remaining Noncompliance: none				
Percent of noncompliance corrected within one year = 100.0%				

Describe the process for selecting LEAs for Monitoring:

EED uses a cyclical compliance monitoring system, a dispute resolution system, (which includes mediation, complaints, and due process) and annual comprehensive district reporting (which includes student level data) through the supplemental workbook (which collects 616 data to monitor LEAs and determine compliance with regulatory requirements of IDEA. Through these mechanisms, Alaska monitors compliance with not only the SPP/APR indicators, but related requirements and Alaska state requirements as well.

Alaska notifies districts of findings of non-compliance no within three months following its discovery of noncompliance. Written notification of findings of noncompliance includes the specific regulatory citation with which noncompliance has been found, evidence for the finding of noncompliance (quantitative and/or qualitative), and 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.

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

The State of Alaska verified, consistent with OSEP Memo 09-02, that 100% of the findings made in FFY 2007 were corrected within one year. Therefore we have met the target. Alaska has been working closely with all 54 districts to ensure timely correction of all noncompliance. Alaska conducted onsite monitoring in thirteen school districts during FFY 2007 and monitored all 54 districts for IDEA compliance through the supplemental workbook and Alaska's dispute resolution processes.

Verification of Correction

Identification of Noncompliance

On –Site Monitoring

Alaska has a five-year on-site monitoring cycle for small districts. On-site monitoring takes place annually for Alaska's largest districts. Individual access databases are used to record, measure, and compare data collected during on-site monitoring activities. Following an on-site monitoring visit, a report is sent to the district notifying the district of any findings of noncompliance and corrective actions required. Corrective actions as well as strategies for correction are individually addressed and tracked by EED in order to verify correction of noncompliance as soon as possible and no longer than one year from the time the LEA was notified by EED of the finding.

The access database used in monitoring computes and assigns a percentage score to the LEA for both the administrative and student reviews that are completed. The following areas for each district are addressed in the administrative and student statistical summary reports:

Administrative Monitoring Review:

- 1) Child Find
- 2) Placement
- 3) Interagency Agreements
- 4) Procedural Safeguards
- 5) Confidentiality
- 6) Personnel
- 7) Discipline policies and procedures

Student File Review/Monitoring:

- 1) Confidentiality (Standards 1.01-1.03)
- 2) Referral/Evaluation (Standards 2.01-2.09)
- 3) Eligibility process (Standards 3.01-3.10)
- 4) IEP process(Standards 4.01-4.32)
- 5) Behavior (Standards 6.01-6.17)
- 6) Early Childhood (Standards 7.01-7.06)
- 7) Secondary Transition (Standards 7.07-7.14)
- 8) Exit (Standards 8.01-8.02)

Supplemental Workbook

1. In the fall, the state received a summary report of data submitted by each LEA via Supplemental Workbook. EED program staff analyzed it for noncompliance. EED also issued finding(s) of noncompliance as appropriate to LEAs.

Findings of Noncompliance for On-Site Monitoring are Issued if:

Administrative review

- 1) A finding is issued for any Administrative policy that needs to be revised or created.

Student file review

- 1) EED staff review a sample of student level data during on-site monitoring in the areas listed above. Depending on the size of the LEA, the number of files reviewed by EED staff during an on-site monitoring visit ranges from 10 to 50 files. These files are selected from various categories, including disability, ethnicity, grade level and school. For student file reviews a finding is issued for each instance of non compliance identified in these areas.
- 2) A student level finding is issued for each instance of noncompliance in any of the above areas at the student/file level. These findings require correction at the student level including the correction of any Eligibility, IEP, Transition Plan, FBA, or BIP that is found out of compliance.
- 3) Findings by district are also issued:
 - For areas for which individual instances cannot be corrected (timelines) and
 - Based on the level of noncompliance across all files reviewed, in addition to student-level findings.

Findings of Noncompliance for Supplemental Workbook are Issued if:

- 1) A student-level finding is issued for any youth aged 16+ with an IEP that did not have measurable, annual goals and transition services (see Indicator 13).
- 2) Findings by district were also issued:
 - For areas for which individual instances could not be corrected (Timelines/Indicators 11 & 12)
 - Based on the LEA's total level of noncompliance with Indicator 13, in addition to student-level findings.

Verification of Correction of Noncompliance found via On-Site Monitoring & Supplemental Workbook Consistent with OSEP Memo 09-02 (As approved by OSEP in AK's January 2009 Verification letter)

Administrative review

When an LEA was found to have an Administrative policy or procedure that was not in place or was in need of revision, the LEA was given a Plan of Improvement (POI). The POI included development or revision of a policy and procedure and implementation/training plans as appropriate. EED verified correction by reviewing the new or revised policy and/or procedure that was in place, that complied with IDEA and Alaska requirements, as soon as possible and no longer than one year from the time the LEA was notified by EED of the finding of noncompliance.

Student review and Supplemental Workbook

For each finding of noncompliance in a district, EED required a Plan of Improvement (POI). The POI included a timeline for completion (as soon as possible and no longer than one year from the time the

LEA was notified by EED of the finding of noncompliance), the person(s) responsible for completion, and evidence that was submitted to EED verifying that the noncompliance had been corrected.

To verify correction upon completion of the POI:

1. EED verified that each LEA that has been found to be out of compliance, had corrected each individual case of noncompliance, unless the student had left the jurisdiction of the LEA.

On-site monitoring: For all individual instances of noncompliance, any Eligibility, IEP, Transition Plan, FBA, or BIP that was not in compliance, the district was required to make the corrections and provide the corrected document to EED. For LEAs that received annual on-site monitoring, EED also verified correction during a follow-up visit that occurred within the one-year timeline for correction. For indicators that are time-specific, EED verified that the requirement was completed (e.g. initial evaluation, IEP, etc.), although late. Please see further detail on verification of correction in Indicators 11 page 76, Indicator 12 page 82 and Indicator 13 page 88.

EED analyzed the submitted data and verified that 100% noncompliance had been corrected.

2) EED verified, by reviewing subsequent data, that each LEA that had been found to be out of compliance, was correctly implementing the specific regulatory requirements according to OSEP MEMO 09-02.

For findings of noncompliance, requirements for submission of subsequent data to demonstrate correction and verification of implementation of the specific regulatory requirements varied based on the level of noncompliance for each on site—compliance monitoring category and with Indicators 11, 12, & 13:

- A. For 90% to 99% compliance, the LEA was required to submit subsequent data that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- B. For 75% to 90% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit subsequent data, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- C. For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- D. If an LEA does not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected.

The subsequent on site monitoring compliance data was submitted to EED who then analyzed the data and verified compliance 100%, indicating that LEAs were implementing the specific requirements correctly.

When both of the requirements were met (individual student correction and subsequent data demonstrating compliance), EED provided the LEA with a closeout letter notifying the LEA that the noncompliance was corrected

In addition to the steps described above, EED verifies sustained correction outside of the one-year timeline by spot-checking files during subsequent onsite monitoring visits.

Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator B15 Worksheet)	1510
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1510
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Additional Information required by the OSEP APR Response Table (if applicable)

Statement from the Response Table	State's Response
N/A	

Improvement Activities Completed in FFY 2005-2008

6. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results.
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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	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.	Ongoing	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	Annual	Title VI-B & 619	Continuing These are

including the State Special Education Directors' Conference, No Child Left Behind Conference, and the Alaska State Special Education Conference.		Administrative Discretionary Funding	annual conferences. NCLB happens occurs January, ASSEC occurs in February and the Directors' Conference is in September.
7. To enforce 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.	Ongoing	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.	Ongoing	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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
11. EED in collaboration with HSS is developing an online e-learning module on Transitions from Part C to Part B to increase compliance.	Ongoing	SPDG funding	In development Expected live by Feb 2010
12. EED is developing an online e-learning module on how to write an Eligibility Summary and Evaluation Report (ESER) to increase compliance.	Ongoing	SPDG funding	Continuing
13. The Department is developing an online e-learning module for how to develop an IEP to increase compliance.	Ongoing	SPDG funding	In development Expected live by Feb 2010

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.	In Development Summer 2010	SPDG funding	Continuing
15. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
16. In compliance with OSEP memo 09-02, districts are required to submit documentation of correction on all non-compliance.	New 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
17. EED is gathering improvement activities via email from all school districts. We will then be adding them onto a new section on our current online TA page	New Fall 2009	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 15-17 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 08

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$.

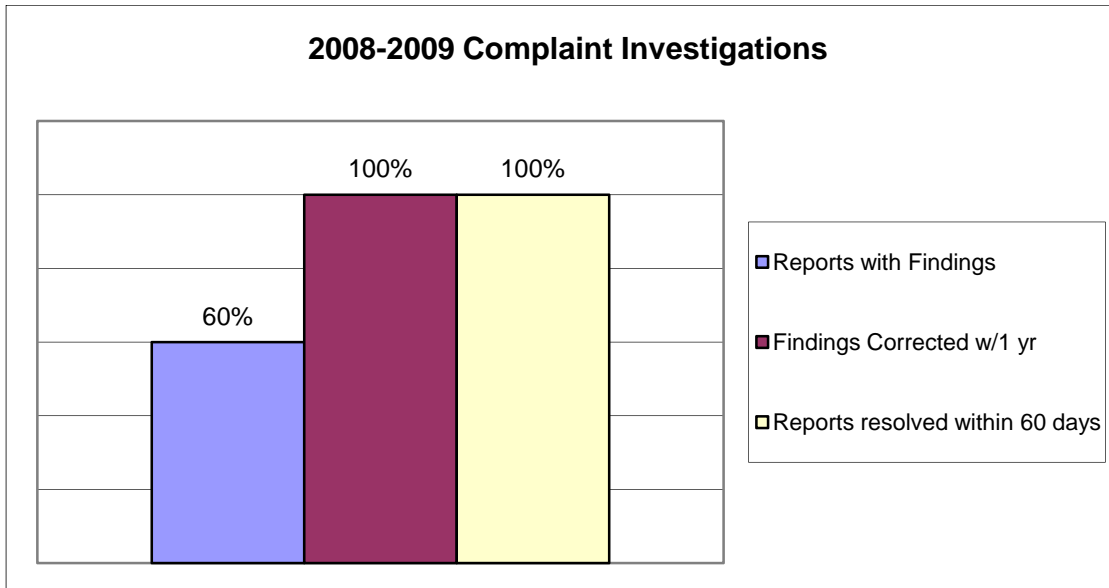
Applied:

1.1 = 15; 1.1(b) = 15; 1.1(c) = 0.

$15 / 15 * 100 = 100\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2004 (04-05)	100 %		
2005 (05-06)		100 %	100 %
2006 (06-07)		100 %	100 %
2007 (07-08)		100%	100%
2008 (08-09)		100%	100%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Explanation of Progress

EED has maintained its baseline of 100% compliance on this indicator. During the 2008-2009 school year there were fifteen requests for a complaint investigation. All of the complaint investigation reports (100%) were completed within the 60 day timeline. Nine of the complaints had findings and all corrective actions were completed within one year. Those findings will be included in Indicator 15 of the FFY 2009 APR.

Improvement Activities Completed in FFY 2005-2008

n/a

Status of APR Improvement Activities /Timelines/Resources for Indicator 16 (FFY 08):

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.	Ongoing	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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
15. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08):

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

Part B State Annual Performance Report (APR) for FFY 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17 Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. (20 U.S.C. 1416(a)(3)(B))

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

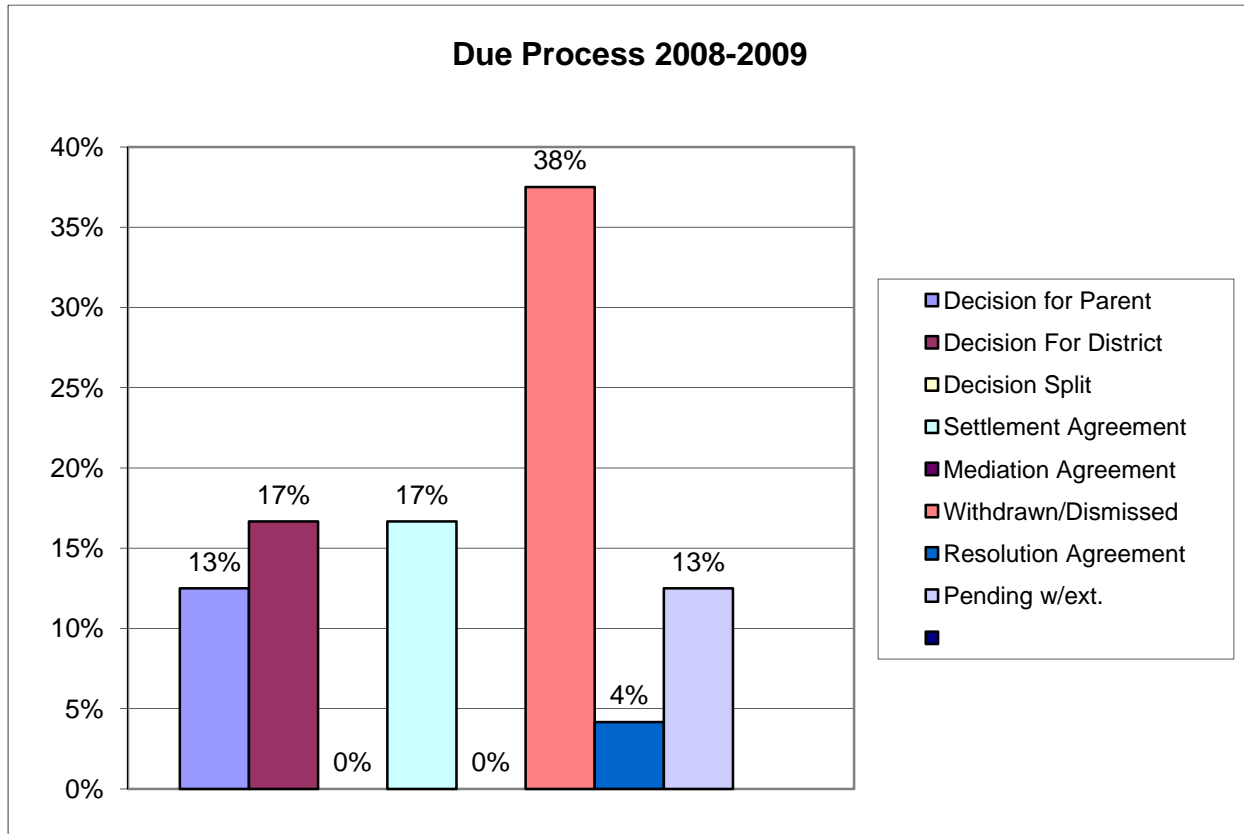
Applied:

3.2 = 7; 3.2(a) = 0; 3.2(b) = 3

$(0 + 3) / 7 * 100 = 42.9\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2004 (04-05)	100 %		
2005 (05-06)		100 %	100 %
2006 (06-07)		100 %	100 %
2007 (07-08)		100 %	100%
2008 (08-09)		100%	42.9%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Explanation of Progress

EED did not make the target on this indicator. Alaska had 24 requests for Due Process Hearings. Seven of those requests went to a decision, 4 requests were settled prior to the hearing, 1 was dismissed due to a mediation agreement or resolution agreement and 9 hearings were withdrawn by the party. Three hearings are still pending at request of the parents and/or the district. Based on guidance received during the October 2009 OSEP Verification Visit regarding appropriate procedures for granting extensions to the 45-day timeline, Alaska determined that four of the seven hearings adjudicated within extended timelines were not extended properly by the hearing officer.

In September 2009 all hearing officers were trained on the 45 day requirement as well as the conditions for properly extending timelines.

Also, as required by the January 25, 2010 OSEP verification letter, , EED has provided all Hearing Officers with a memo dated Dec. 16, 2009 outlining their responsibilities to uphold the 45 day timeline and/or appropriately extend that timeline. A copy of that memo is being sent under separate cover.

Alaska has received one request for a due process hearing during the FFY 2009 reporting period for which the 45-day timeline has not yet expired. Alaska will submit documentation to OSEP of the timeline in which that hearing is adjudicated, as required by the OSEP verification letter.

Improvement Activities Completed in FFY 2005-2008

n/a

Status of APR Improvement Activities /Timelines/Resources for Indicator 17 (FFY 08):

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 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 eight independent hearing officers with multiple 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
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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
12. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
13. EED trained all Hearing officers especially on the 45 day requirement as well as the conditions for properly extending timelines 45 day training.	New Sept. 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
14. EED Provided all Hearing Officers and LEA's and stakeholders with a memo outlining their responsibilities to uphold the 45 day timeline and/or appropriately extend that timeline.	New Dec. 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
15. EED is establishing a new tracking system to ensure that the 45 day timelines are met and/or appropriately extended.	New Sept. 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08) [if applicable]

1. Added SEA improvement activities 12-15 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 08

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

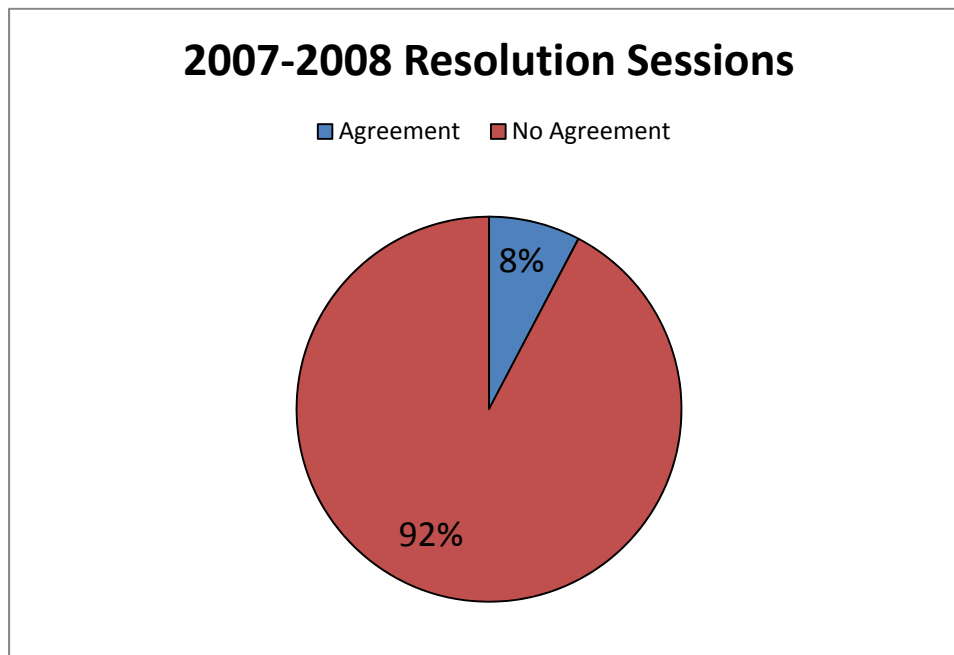
Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Applied: (1/13) * 100 = 8 %

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2004 (04-05)	73 %		
2005 (05-06)		73 %	73 %
2006 (06-07)		75 %	54.5 %
2007 (07-08)		77 %	20 %
2008 (08-09)		79%	8%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Alaska did not meet its target of 79 %. 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 24 requests for a Due Process Hearing. Thirteen of those requests went to a resolution session, with one coming to agreement and resolving the Due Process Hearing. Of those twelve that did not come to agreement 5 of those were with the same parties.

Improvement Activities Completed in FFY 2005-2008

n/a

Status of APR Improvement Activities /Timelines/Resources for Indicator 18 (FFY 08):

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
6. Alaska has committed funding for districts and parents to be provided direct training on conducting a resolution session.	Ongoing Annual	Discretionary, Administrative, and VI-B Funding.	Continuing
7. Alaska Mediation Services has provided 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.	Ongoing Fall & Winter Annual	Discretionary, Administrative, and VI-B Funding.	Continuing These are annual conferences. ASSEC occurs in February and the Directors' Conference occurs 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

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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
11. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
12. EED has modified procedure of due process hearing notice to school districts to include the resolution form & specific requirements for resolution sessions.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing
13. Additionally, Hearing Officers received training to verify resolution status with parties.	New Fall 2009	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08) [if applicable]

1. Added SEA improvement activity 11-13 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 08

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:

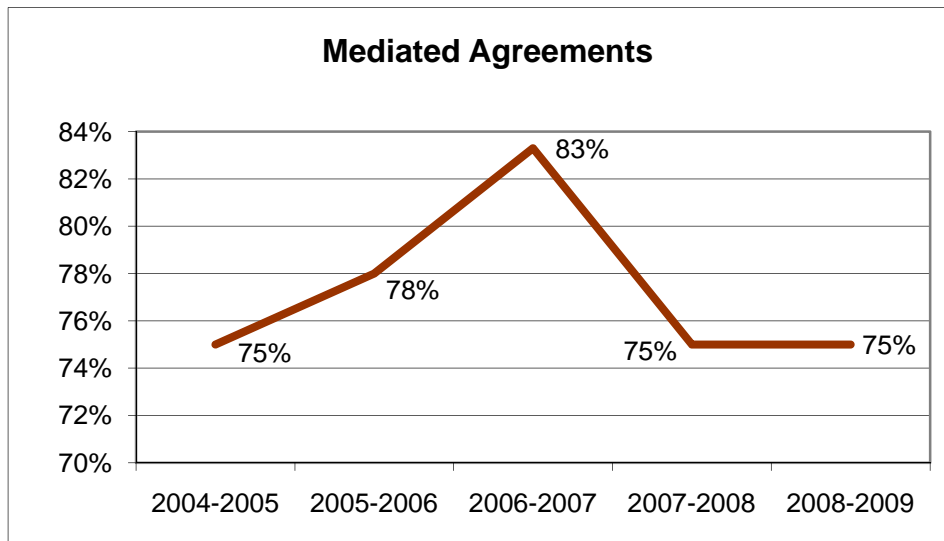
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Applied

$(0+3)/4 * 100 = 75\%$

Measurable and Rigorous Targets & Actual Target Data for FFY 08:

FFY	Baseline	Target	Actual
2004 (04-05)	75 %		
2005 (05-06)		77%	78 %
2006 (06-07)		79 %	83.3 %
2007 (07-08)		81 %	75 %
2008 (08-09)		83%	75%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

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 2008-2009 report, we did not reach our target of 83%. The actual agreement rate for this reporting period is 75%. Alaska had a very low number of mediations this year (4 total). We believe that our target and our current outcomes are positive and proactive.

Improvement Activities Completed in FFY 2005-2008

16. A one day training session for mediators was provided by Sound Options.

Status of APR Improvement Activities /Timelines/Resources for Indicator 19 (FFY 08):

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 occurs in February and the Directors' Conference occurs in September.
4. Our mediators had a booth at both of these conferences to provide information to districts and parents 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 occurs in February and the Directors' Conference occurs in September.
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
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
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.	Ongoing Annual	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	Ongoing	Discretionary, Administrative, and VI-B Funding	Continuing
18. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08) [If applicable]

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

Part B State Annual Performance Report (APR) for FFY 08

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, State Performance Plan, 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 dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

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%
2008 (08-09)		100%	100%

Actual Target Data for (FFY 08):

Indicator 20 Worksheet

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
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	N/A	N/A	0
14	N/A	N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	34
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		39.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/10	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.857) =		39.00

Indicator #20 Calculation	
A. APR Grand Total	39.00

B. 618 Grand Total	39.00
C. APR Grand Total (A) + 618 Grand Total (B) =	78.00
Total N/A in APR	0
Total N/A in 618	0
Base	78.00
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 08):

Alaska met its target of 100%.

Improvement Activities Completed in FFY 2005-2008

9. In November 2005, EED learned it was a recipient of an IES Statewide Longitudinal Data Systems Grant.
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.
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.
12. Due to this switch from Oracle to Microsoft, part of the training and development is still in progress under different funding sources.
17. EED is implementing a School Information Framework (SIF) for a statewide interoperability plan.
18. EED is implementing a data validation tool to improve data quality of district data submissions.
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.

Status of APR Improvement Activities /Timelines/Resources for Indicator 20 (FFY 08):

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.	Ongoing Current	1 FTE Data manager VI-B Funding	Continuing
21. 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	Ongoing Fall 08	EED funds	Continuing
22. 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	Ongoing Fall 2008	Discretionary, Administrative, and VI-B Funding	Continuing
23. EED will roll out the statewide web portal application to districts.	Ongoing Spring 2009	USDOE National Center for Education Statistics	Continuing
24. The State Special Education team provides ongoing coaching for LEA staff to provide TA/resources to assist districts in meeting this indicator. The SEA will analyze data and provide targeted Technical Assistance to districts as necessary.	New Ongoing	VI-B & 619 Administrative Discretionary Funding	Continuing
25. EED has developed the capacity to exchange data across institutions by the implementation of the Schools Interoperability Framework (SIF) which allowed 38 out of 54 LEA's to transmit data collections electronically.	New Ongoing	USDOE National Center for Education Statistics	Continuing
26. ESP Solution Group's State report Manager (SRM web based validation tool was implemented to all LEA's.	New Ongoing	USDOE National Center for Education Statistics	Continuing
27. Edstructures Student Locator Framework (SLF) and ESP Solution Group's SRM using SIF was rolled out to pilot LEA's and then statewide to the 38 LEA's who had SIF capable student informational systems.	New Ongoing	USDOE National Center for Education Statistics	Continuing
28. EED developed the capacity to provide reports or analysis to LEA's by developing a web based report portal. LEA's have access to customizable data reports which can be downloaded for further analysis.	New Ongoing	USDOE National Center for Education Statistics	Continuing

<p>29. EED developed procedures for protecting the security, confidentiality and integrity of data. LEA student level data is secured by district controlled user name, password and access level rights assigned using ESP Solutions Group's Directory Manager solution. Aggregate data is available to the general public without a user name or password via report portal.</p>	<p>New Ongoing</p>	<p>USDOE National Center for Education Statistics</p>	<p>Continuing</p>
<p>30. EED has developed procedures that support access to the longitudinal system's database by researchers.</p>	<p>New Ongoing</p>	<p>USDOE National Center for Education Statistics</p>	<p>Continuing</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 08) [if applicable]

1. Added SEA improvement activity 24-30 to APR and SPP.
2. Timelines and status of improvement activities were reviewed and revised as appropriate.