

# APPENDIX M

## STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT FORMS

### SECTIONS

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# Supplemental data collection for the Special Education State Performance Plan (SPP)

**Data collection year: July 1, 2008-June 30, 2009**

We are required by OSEP to report data on 20 specific indicators for the SPP. Much of this data is already collected in established data collections. There are, however, a few data elements we do not collect via any other means. Those federally required elements are the reason for this data collection.

With this workbook, we will collect the data required to report on 4 separate indicators within the SPP. Each indicator will have a page of instructions followed by a page for the data. For example, the page titled "IEP by 3 (12)" gives the instructions on how to report the required data for SPP indicator 12. On the second page titled, "IEP by 3 Data," is where you will enter the required data (see tabs along to bottom of workbook to select each page).

## **General Instructions for this Workbook:**

Please include all requested data elements. Any incomplete data submissions will be returned to the district for completion before we will accept the workbook submission.

Each data page asks for the District ID in column A. This is not the District Student ID. This is the ID number assigned to your district by EED. A list of the District IDs can be located on the page labeled "District IDs" in this workbook.

Please do not enter any data other than the appropriate codes for each field. Should you wish to record any additional information that you feel may be helpful for proper interpretation of the data, please enter that information in the "Comment" column that is located in each data spreadsheet. If you wish to record the District Student ID in addition to the State Student ID (AKSID), please record that data in the Student District ID (optional) column.

Each data page begins with the District ID column. If that is not the first column on the left, you need to scroll over to the left until you see this column.

All dates should be in the MM/DD/CCYY format (Example 10/04/1995)

Please save the required data in the workbook and return it to EED as a complete workbook (do not break out each of the 4 data pages and send them separately). Completed workbooks should be returned by email attachment to Karen Lipson at [karen.lipson@alaska.gov](mailto:karen.lipson@alaska.gov).

Should you have any questions about how to report your data, contact Karen Lipson at 465-8684 or email [karen.lipson@alaska.gov](mailto:karen.lipson@alaska.gov). If your questions are related to the indicators themselves, please contact Sharon Schumacher at 465-2824 or email [sharon.schumacher@alaska.gov](mailto:sharon.schumacher@alaska.gov). We will both be more than happy to assist you in any way we can.

**Due Date: July 15, 2009**

2/5/2009

## Quick tips for using Excel

1. Remember that each of these pages has been formatted so they will print out on one page. Once you receive the file, you do not need to worry about maintaining the column widths.
2. Please feel free to enlarge any of the columns within the data pages.
3. Do not use tiny font or word wrap to make the cell hold the data you are entering. If the cell appears to be too small, widen the column. This is easily accomplished. Go to the top of the spreadsheet where you see the column identifiers (A, B, C...) and place your mouse over the right hand side of the column you wish to widen. When your mouse is in the right place you will see a double arrow for the cursor. Click on the line and drag the column to the width you want. I do not care in the least if your return document prints out nicely, so column widths are not an issue.
4. If you enter a date in a column and all you see is ####, you just need to make the column wider to see the actual date that you entered.
5. Keep this workbook together as one file. When you save it, all the pages will be saved together. Do not return the workbook to me until all data pages have been completed. If you have no students to report, remember to include a comment on that data page indicating that you have no one to report in that category this year. If you just leave a data page blank, I will be contacting you.
6. Do not waste time fighting with Excel. If you are having difficulty entering data into this workbook, give me a call and I will be happy to give you other tips that may take the fight right out of the process.

District IDs

District ID	District Name
3	Alaska Gateway School District
4	Aleutian Region School District
56	Aleutians East Borough School District
5	Anchorage School District
6	Annette Island School District
7	Bering Strait School District
8	Bristol Bay Borough School District
9	Chatham School District
10	Chugach School District
11	Copper River School District
12	Cordova City School District
13	Craig City School District
14	Delta-Greely School District
2	Denali Borough School District
15	Dillingham City School District
16	Fairbanks North Star Borough School District
17	Galena City School District
18	Haines Borough School District
19	Hoonah City School District
20	Hydaburg City School District
21	Iditarod Area School District
22	Juneau Borough School District
23	Kake City School District
55	Kashunamiut School District
24	Kenai Peninsula Borough School District
25	Ketchikan Gateway Borough School District
27	Klawock City School District
28	Kodiak Island Borough School District
29	Kuspuk School District
30	Lake and Peninsula Borough School District
31	Lower Kuskokwim School District
32	Lower Yukon School District
33	Matanuska-Susitna Borough School District
98	Mount Edgecumbe High School
34	Nenana City School District
35	Nome Public Schools
36	North Slope Borough School District
37	Northwest Arctic Borough School District
38	Pelican City School District
39	Petersburg City School District
40	Pribilof School District
46	Saint Marys School District
42	Sitka School District
43	Skagway City School District
44	Southeast Island School District
45	Southwest Region School District
53	Tanana City School District
47	Unalaska City School District
48	Valdez City School District
49	Wrangell Public School District
50	Yakutat School District
51	Yukon Flats School District
52	Yukon-Koyukuk School District
54	Yupiiit School District

## Early Childhood Outcomes: Instructions

The question EED must answer is:

Indicator 7: Percent of children with IEP's who demonstrated improved:

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

The answer will come from the data you submit as described below.

Entry data must be collected for all 3-5 year old students on an IEP and must be collected in the district within two months of program entry. Exit data must be collected in the district prior to the student's 6th birthday (which may be in preschool or kindergarten), or upon exiting from special education services, whichever comes first. If a child moves, exit data will be collected by the receiving district. Entry and exit data should only be collected once (upon entering the program and again upon leaving the program or turning 6). We want to measure the change in their scores over time. Remember, you must report entry data on all 3-5 year olds, and exit data for those who turned 6 or stopped receiving special education services during this reporting year.

You may use any of the following assessment tools to gather the Entry and Exit data;

- 1. Dial 3
- 2. Brigance
- 3. Battelle
- 4. AGS
- 5. AEPS
- 6. Or one approved by the Department - contact Sharon Schumacher

Each student will be screened using one of the assessment tools listed above. The results will be recorded on the Child Outcomes Summary Form. The data from that form will be reported to EED on the following page in this workbook.

**Note:** \* If a SPED student enters your district from an ILP, you may use the exit data from the ILP for your entry data.

\* If a SPED student enters your district from another district in Alaska, you must use the entry data from the sending district for your entry data.

\* If a SPED student enters your district from out of state, you may use entry data received from the sending state if it aligns with our requirements. Otherwise, you may need to retest or review evaluation documentation for entry level data.

\* If a SPED student enters your program through child find or other local referrals, you will be responsible to test for entry data within two months of program entry.

\* Exit data is only collected once, either when the student leaves special education services (no longer qualifies) or just prior to the student turning 6. If a student moves but was receiving SPED services up to the time of the move, they have not left special education services and the receiving district will collect the exit data and report on this student at the appropriate time.

\* **If one of your students transfers to another district within the state, it is your responsibility to transfer the student's child outcomes summary form including the entry data with the student's special education file.**

See the following page to review the level ratings used on the Child Outcomes Summary form.

Level Ratings used for all three measurements (Positive social-emotional skills, acquisition and use of knowledge and skills, use of appropriate behaviors to meet their needs) as already recorded on the Child Outcomes Summary Form.

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.

**Early Childhood Outcomes: Data sheet**

Acceptible entries are 1-7

District ID	AKSID	LastName	FirstName	MiddleName	Date of Birth	Entry			Exit			Did this student receive preschool services in your district for 6 months or more? (Y/N)	Student District ID (optional)	Comments	
						Socio-Emotional Level	Acquisition of Knowledge Level	Appro. Behavior Level	Socio-Emotional Level	Acquisition of Knowledge Level	Appro. Behavior Level				

## Consent for Evaluation: Instructions

The question EED must answer is:

**Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days (State established timeline).**

The answer will come from the data you submit as described below.

On the following page, list all children for whom initial parental consent to evaluate was received in the reporting year. This also includes students who were evaluated but did not qualify (DNQ). Do not include students who received a reevaluation in this reporting year (3 year).

Children under the age of 5 determined not eligible might not have a AKSID. Please be sure to include these students, leave the AKSID blank, and make a note in the comments field.

### Eligibility Status

Code	Eligibility Status
0	Determined <u>not</u> eligible
1	Determined eligible

Note: Please provide date of eligibility determination (ESER) or DNQ in the new column labeled "Date of Eligibility or DNQ".

### Count of Days required to determine eligibility (or ineligibility in the case of DNQs)

Note: This indicator is measuring the time between receiving consent and eligibility determination (ESER) not when the IEP is put in place.

Code	Range of Days
0	Eligibility determination was completed within 45 school days
1	Eligibility determination was completed within 46-50 school days
2	Eligibility determination was completed within 51-60 school days
3	Eligibility determination was completed within 61-70 school days
4	Eligibility determination took longer than 70 school days

### Reason why determination was or was not completed within 45 school days

Choose primary reason only, with "Other" being a last resort. If you choose "Other" you must provide an explanation in the comments field.

Code	Reason for Delay
0	Determination was completed within 45 school days
1	Extended illness for child
2	Student moved or withdrawn after referral, but before eligibility determination
3	Evaluator unable to test due to weather
4	Consent withdrawn by parent
5	Other
6	Parent <b>repeatedly</b> fails or refuses to produce the child for evaluation
7	Parents <b>repeated</b> failure or refusal to appear for meetings caused delay in completing evaluation.

Note: If you receive a consent to evaluate within your district's last 45 school days, do not report the student this year. Report this student in the following year's data.

**Consent for Evaluation: Data Sheet**

District ID	AKSID	LastName	FirstName	MiddleName	Date of Birth	Date of Eligibility or DNG	Eligibility status	Count of Days	Reason	Student District ID (optional)	Comments
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## Part C students referred to Part B: Instructions

The question EED must answer is:

**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 birthday.**

The answer will come from the data you submit as described below.

On the following page (IEP by 3 Data) please list all students referred by an Infant Learning Program (Part C, ILP) who qualified for special education services. Make sure to include all data elements for these students.

Remember, the DNQ students must also be included in this collection. For those found ineligible (DNQ), you will not have an AKSID or IEP date. Please remember that for the ineligible children, we still need to know how long the process took. If the DNQ determination was made prior to the child's 3rd birthday, use reason code 0. If the determination was not complete by their third birthday, use the appropriate reason code from the list below and enter the completion date of the ESER in the IEP Date field.

### Eligibility Status

Code	Eligibility Status
0	Determined <u>not</u> eligible
1	Determined eligible

For all ILP referred students, please use the following codes to indicate why the IEP was or was not developed and implemented by the student's 3rd birthday. For ineligible students, also, use these codes to indicate why the DNQ determination was or was not completed by the child's 3rd birthday.

### Reason Codes

Choose primary reason only, with "Other" being a last resort. If you choose "Other" you must provide an explanation in the comments field.

Code	Reason why IEP was not in place by 3rd birthday
0	IEP in place by 3rd birthday or DNQ determination was complete by 3rd birthday.
1	Extended illness for child
2	Late referral by ILP
3	No 90 day transition meeting
4	Parent refusal to provide consent caused delayed evaluation or initial services
5	Student moved or withdrawn after referral but before IEP implementation
6	Not able to contact parents
7	Other
8	Parent repeatedly fails or refuses to produce the child for evaluation
9	Team did not complete process by the child's 3rd birthday

Note: If IFSP is accepted in place of the IEP, enter the date of the meeting when the IFSP was accepted in the IEP date column.

**Part C students referred to Part B: Data Sheet**

District ID	AKSID	LastName	FirstName	MiddleName	Date of Birth	Eligibility Status	IEP Date	Referral Date	Reason Code	Student District ID (optional)	Comments

## Secondary Transition: Instructions

**The question EED must answer is:**

**Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.**

**The answer will come from the data you submit as described below.**

On the following page, please list all IEP students who were 16 or older by the end of the reporting period (June 30, 2010).

1. Use a Y or N to indicate whether the students' IEP included a transition plan by their 16th birthday which incorporated 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 goal, and annual IEP goals related to the student's transition services needs.
2. There is a new date requirement this year. If the student turned 16 this year, record the date of receiving the transition plan. If the student turned 17 or more this year, record the date of the annual review of the transition plan.
3. Use a Y or N to indicate whether the student was invited to the IEP Team meeting where transition services were discussed.
4. Use a Y or N to indicate whether a representative of any participating agency was invited to the IEP Team meeting with prior consent of parent or student who has reached the age of majority.

Report all students who were being served at the end of the school year (including all seniors even those who graduated with a diploma or received a certificate).

Transition plans are not required for students who will age out prior to being released from adult correction facilities. 34 CFR Sec.300.324 Subpart (d) (ii)

If it would be helpful to receive this spreadsheet preloaded with a list of all your IEP students who were 16 and older in your OASIS file, please contact Karen Lipson at 465-8684 to request the file.

## Secondary Transition: Data sheet

District ID	AKSID	LastName	FirstName	MiddleName	Date of Birth	Student had Secondary Transition Plan by their 16th birthday (Y/N)	Date of receiving transition plan/annual review of transition plan	Student Invited (Y/N)	Participating agency invited (Y/N)	Student District ID (optional)	Comments