**State Performance Plan / Annual Performance Report: Part B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on   
FFY 2022**

**Alaska**

U.S. Department of Education seal

**PART B DUE February 1, 2024**

**U.S. DEPARTMENT OF EDUCATION**

**WASHINGTON, DC 20202**

# Introduction

**Instructions**

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State’s systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State’s General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

## Intro - Indicator Data

**Executive Summary**

The FFY 2022 Alaska Department of Education and Early Development (Alaska DEED) state performance plan and annual performance report (SPP/APR) reports data from the 2022-2023 reporting period. It demonstrates Alaska DEED and its special education stakeholders' investment in ensuring that Alaska's children with disabilities receive appropriate special education and related services that result in improved student outcomes and that Alaska DEED meets the requirements of IDEA including reporting timely and accurate data in the SPP/APR.  
  
The SPP/APR would not be possible without the participation of students and youth with disabilities and their families. This SPP/APR demonstrates progress for Alaska school districts and students in many areas, describes how the state is maintaining high levels of compliance, and addresses areas where the state can improve.  
  
As of February 1, 2024, Alaska DEED does not have data to report for Indicator 3. Alaska DEED notified the Office of School Support and Accountability, Office of Elementary and Secondary Education on October 26, 2023 that it would not be able to report assessment data within the required timelines due to changes Alaska DEED is making to the cut scores used to determine proficiency. As described in additional detail in Indicator 3A and the attached letter, Alaska DEED hopes to be able to report Indicator 3 data for the 2022-2023 reporting period in April 2024, during OSEP's opportunity for clarification.  
  
Alaska DEED is also working with the Office of Special Education Programs (OSEP) to resolve the noncompliance OSEP identified in its September 25, 2023 Differentiated Monitoring and Support (DMS) report. Alaska DEED has responded to OSEP's requirements under separate cover. The data reporting period for this SPP/APR (July 1, 2022 to June 30, 2023) was complete prior to Alaska DEED's receipt of the DMS report.

**Additional information related to data collection and reporting**

Alaska DEED collects the data for the SPP/APR through various data processes and systems and from districts as the data are available throughout and at the close of the reporting period. Alaska DEED staff review data to ensure accuracy and consistency across years and districts and work closely with districts to ensure that data are complete and accurate. Alaska DEED reviews the data to inform its work throughout the year and shares the data with stakeholders to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Based on the data, Alaska DEED also selects focus areas for additional statewide activities and to inform various stakeholder meetings throughout the year.   
  
Alaska DEED is committed to improving results for students with an IEP and maintaining compliance with IDEA and uses the SPP/APR to assess its progress in meeting those goals. Many stakeholders contribute to the annual development of the SPP/APR, development and review of targets and strategies, and ongoing review of data and priority setting. These include: The Education Committee of the Governor’s Council on Disabilities and Special Education (GCDSE) which serves as the State's Special Education Advisory Panel; Stone Soup Group and LINKS (Alaska's parent training and information and community parent resource centers); Alaska Special Education Services Agency (SESA); institutes of higher education; and Alaska school district administrators and staff.

**Number of Districts in your State/Territory during reporting year**

54

**General Supervision System:**

**The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions).**

Alaska DEED has a multi-faceted general supervision system in place to ensure IDEA Part B requirements are met that includes: policies and procedures for special education administration in Alaska, administration of Part B and Alaska funds through the grants management system, compliance monitoring, dispute resolution (including mediation, complaints, and due process), and technical assistance provided by Alaska DEED directly and through multiple contracts, and ongoing coordination with other Alaska DEED divisions. Alaska DEED incorporates its technical assistance and professional development systems into its general supervision system to proactively promote compliance. Needs identified through the general supervision system are addressed through technical assistance and professional development.   
  
Special Education Policies and Procedures  
The Guidance for Special Education Personnel handbook contains the procedures for special education, based on state regulation (policy) that closely mirrors IDEA. Changes to policy require significant work with governing boards, but Alaska DEED has authority to revise the guidance and procedures document when necessary. Alaska DEED uses this to provide guidance to LEAs, respond to questions, and ensure compliance with IDEA proactively.  
  
Administration of Part B and Alaska funds through the Grants Management System  
Alaska DEED's grants management system allows special education program managers to use the grants management system to gather additional information on district use of funds and to ensure that districts meet required timelines for fiscal reporting. Through the grants management system, Alaska DEED collects data and and assurances from each LEA. Alaska DEED can also leverage its grant management system to require additional reporting or identify high-risk grantees as needed for general supervision.   
  
Compliance Monitoring: Identification and Correction of Noncompliance   
Each district in Alaska is monitored annually through the supplemental workbook data collection that Alaska DEED uses to collect data to determine LEA compliance with regulatory requirements of IDEA, including with the SPP/APR indicators. DEED has revised its procedures to ensure written findings are issued based on any noncompliance identified through the supplemental workbook. In addition, Alaska DEED conducts cyclical onsite compliance monitoring in 10-15 districts annually to review compliance and provide technical assistance. Large districts typically receive onsite monitoring visits each year. Additional monitoring occurs whenever a need is identified. Through these mechanisms, Alaska monitors compliance with not only the SPP/APR indicators, but other related IDEA requirements and Alaska state requirements. Alaska DEED has now resumed all of its onsite monitoring activities following a hybrid approach conducted during the COVID-19 pandemic.  
  
Identification and Correction of Noncompliance   
Alaska DEED notifies districts of findings of noncompliance within three months of its discovery and verification of noncompliance including noncompliance identified through the supplemental workbook. Consistent with OSEP Memo 09-02, 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.   
  
Alaska DEED works closely with all 54 districts to ensure timely correction of all noncompliance. Alaska EED verifies, consistent with OSEP Memo 09-02, that findings are corrected within one year. Prior to verifying correction of noncompliance, Alaska DEED reviews data to verify: that each LEA is correctly implementing the specific IDEA or Alaska requirements (i.e., achieved 100% compliance) based on a review of updated data including data subsequently collected through monitoring or data collections; and that every individual case of noncompliance is corrected, unless the child was no longer within the jurisdiction of the LEA. For timeline-specific requirements, Alaska DEED verifies that each required action, although late, occurred.  
  
If noncompliance were not verified as corrected within one year of identification or if districts do not comply with corrective actions, Alaska DEED could impose 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.   
  
Mechanisms for Monitoring Improvement   
In addition to compliance monitoring, Alaska DEED has several mechanisms to look at performance and improvement on performance indicators. Alaska has always considered performance indicators in its annual determinations of whether school districts meet the requirements of IDEA. Performance on student-level outcomes is also considered during data-based decision making at Alaska DEED related to monitoring cycles, technical assistance and professional development.   
   
Dispute Resolution System   
Mediation - Alaska DEED provides mediation services to parents of students with disabilities and/or school districts in Alaska free of charge. Mediations are scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute. If the parties resolve a dispute through the mediation process, the parties execute a written, signed mediation agreement.   
  
Complaint Investigation - Within 60 days after a complaint is received by Alaska DEED, the investigation is completed and a report issued to the complainant and the school district or agency. The investigative report addresses each allegation in the complaint and includes: a Summary of the Complaint, a Summary of the Investigation, Findings of Fact, Conclusions of Law, and any Corrective Action that is required. The state keeps a log in the complaints database of the corrective actions, and records the date as the district completes each action. A complaint may be filed by an organization or person and must be in writing.   
  
Due Process - Any party may initiate a hearing. The District shall provide the parent a copy of the Procedural Safeguards upon receipt of a request for due process, and inform the parent of the availability of mediation as an alternative dispute resolution mechanism. However, the offer of mediation does not negate the parent’s or district’s right to a due process hearing. Alaska DEED ensures, through contractors, that timelines are met for due process hearings and their resolution.  
  
In addition to the required annual reporting, Alaska DEED provides other data reports to districts in order to assist them in improving results and ensuring compliance for students with disabilities. One example of this is Alaska's DEED annual disproportionality report that provides each district with it disproportionality data, including districts that have not been identified has having significant disproportionality. This allows districts to proactively address any potential problems prior to the state requiring corrective action.

**Technical Assistance System:**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs.**

Alaska DEED's technical assistance system is tied very closely to the other components of its general supervision system. Alaska relies heavily on contracted partners including the Alaska Special Education Service Agency (SESA), Alaska's Educational Resource Center (SERRC), and Alaska's parent training and information center, Stone Soup Group, to supplement Alaska DEED's and provide additional technical assistance to LEAs.  
  
Alaska provides technical assistance in areas of need identified by Alaska DEED and in areas identified and requested by LEAs. Alaska DEED identifies areas of need based on monitoring results and data reported to Alaska DEED as well as issues that rise up through the dispute resolution procedures.   
  
Alaska DEED provides multiple levels of technical assistance to LEAs. General TA is provided to all districts through webinars, conferences, trainings, the Alaska DEED website and written memos. More targeted district-specific TA is generally provided though telephone calls and onsite visits. An example of effective general TA that DEED provides are its online eLearning modules. These modules cover topics such as special education evaluation, IEP development, paraeducator best practices and secondary transition. Alaska DEED provides intensive TA through review of district specific data, guided self-assessment, reviews of policy, procedure and practices and instruction on evidence based practices to address areas of need.   
  
In the past, Alaska has received intensive TA and has been assisted in providing intensive district TA on secondary transition and outcomes for high school students from the National Technical Assistance Center on Transition: the Collaborative. One of the greatest outcomes of the work together, as reported in the SSIP, has been the collaboration between vocational rehabilitation, tribal vocational rehabilitation, and other partners on the Alaska Interagency Transition Council. This group of partners has continued to provide interagency trainings throughout Alaska, after the intensive technical assistance Alaska DEED received ended.

**Professional Development System:**

**The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.**

Alaska DEED ensures that its LEA special education directors are provided the most up-to-date information through an annual directors' training, annual new directors' training, and ongoing communication via email, telephone, and webinars. These annual trainings, supported with ongoing distance training, cover topics relating to state policy and procedure updates, special education law and instructional best practice. In addition, Alaska DEED participates in the Alaska Statewide Special Education Conference (ASSEC) where information relating to Alaska DEED's annual performance on its SPP/APR are disseminated and policies and procedures are reviewed with the special education classroom teacher audience. Finally, Alaska DEED contributes to special educator preparation at the university level by presenting on special education policy, practice, and performance on SPP/APR indicators.

**Stakeholder Engagement:**

**The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Apply stakeholder engagement from introduction to all Part B results indicators (y/n)**

YES

**Number of Parent Members:**

15

**Parent Members Engagement:**

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

The parent members of the Governor's Council have always been active participants and engaged with Alaska DEED in setting targets, analyzing data, developing improvement strategies, and evaluating progress for the SPP/APR. Beginning with the FFY 2020 APR, Alaska DEED implemented two new mechanisms for soliciting broad stakeholder input on the SPP/APR and the SSIP with the intention of allowing more parents to provide their input on the SPP/APR. Alaska continues to use webinars and surveys and, based on responses from families and parents, will continue to use multiple mechanisms and will strive to break up the data to get feedback on smaller amounts of data and fewer topics at one time.  
  
Note that due to the multiple mechanisms of participation and Alaska DEED's desire to allow for anonymous feedback through its survey and other mechanisms, the number of parents reported may not be an unduplicated count.

**Activities to Improve Outcomes for Children with Disabilities:**

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

Alaska DEED works very closely with its PTI, Stone Soup Group, to build parent capacity and is specifically focusing now on increasing the capacity of diverse groups of parents to engage in providing input on items such as the SPP/APR and to support the state's improvement activities. One area where this has been successful is through targeted engagement around transition through Alaska's SSIP. Alaska DEED has found that the focus on one area that may impact other improved outcomes (e.g., focusing on transition which impacts graduation and drop-out rates) is helpful for families rather than overwhelming them with all of the available data. Alaska DEED will continue to work with Stone Soup Group to build the capacity of diverse groups of parents, including as Alaska DEED transitions to a new SSIP focus.

**Soliciting Public Input:**

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

Alaska DEED has always worked closely with the Education Committee of the Governor’s Council on Disabilities and Special Education (GCDSE) which serves as the State Advisory Panel to solicit public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress. To revise targets in FFY 2021, Alaska DEED expanded its solicitation to include additional public input through a survey and a series of public input webinars held in January 2023. The use of an online survey and public input webinars, held at different times of day, allowed for broader participation of many stakeholders beyond the Governor's Council including parents, district and school staff, and others.  
  
To analyze the data for the FFY 2022 APR, Alaska DEED discussed areas of focus throughout the year with groups including the AITC, district special education directors, and parens. Alaska DEED staff presented on areas of focus where progress has not been made including early childhood transition and high school dropout, graduation, and transition at the annual Alaska State Special Education Conference and worked with stakeholders and the GCSDE through monthly meetings as well as in-depth Directors' Trainings. Alaska DEED contracts with the Stone Soup Group to solicit input from families and to help implement improvement strategies.

**Making Results Available to the Public:**

**The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

Alaska DEED makes a link to the complete SPP and APR available on its website each year at https://education.alaska.gov/TLS/SPED/. The SPP/APR will be posted on that website as soon it is approved by OSEP and posted to the OSEP website. Alaska DEED links directly to the OSEP website to ensure that stakeholders have access not only to the reports submitted by Alaska DEED but also to OSEP's responses to the APRs. The website will be updated to include the final copies of the improvement strategies and evaluation plan for the SSIP as well upon OSEP approval of those documents.

**Reporting to the Public**

**How and where the State reported to the public on the FFY 2021 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2021 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2021 APR in 2023, is available.**

The State of Alaska reports to the public on its SPP/APR results and on the performance of each LEA in Alaska on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the submission of its APR to OSEP. 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 the Alaska DEED website at http://education.alaska.gov/rcsped/. Special Education District Data Profiles are currently available for FFY 2021 data and prior years.  
   
Alaska DEED also makes a link to the complete SPP and APR available on its website each year at https://education.alaska.gov/TLS/SPED/. The SPP/APR will be posted on that website when it is approved by OSEP. Alaska DEED links directly to the OSEP website to ensure that stakeholders have access not only to the reports submitted by Alaska DEED but also to OSEP's responses to the APRs.

## Intro - Prior FFY Required Actions

The State's IDEA Part B determination for both 2022 and 2023 is Needs Assistance. In the State's 2023 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2022 SPP/APR submission, due February 1, 2024, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

**Response to actions required in FFY 2021 SPP/APR**

Alaska DEED accessed technical assistance from: OSEP, by participating in OSEP's monthly technical assistance calls and receiving individualized technical assistance from the OSEP state lead and TA centers by receiving individualized TA and participating in cross-state webinars from multiple TA centers including the National Technical Assistance Center on Transition: The Collaborative (NTACT:C); the National Center on Systemic Improvement (NCSI); and the IDEA Data Center (IDC) . In addition, Alaska accessed technical assistance through interacting with colleagues through the National Association fo State Directors of Special Education (NASDSE) and through increasing staff knowledge through its LRP subscriptions and attending LRP conferences.  
  
During FFY 2022 Alaska staff were able to travel to conferences and access in-person technical assistance that was useful and relevant to improving the outcomes reported in this APR. Alaska staff attended LRP meetings, the OSEP Leadership Conference, and NCSI and IDC technical assistance meetings.  
  
Alaska DEED took many actions as a result of the technical assistance it received to improve its general supervision system and its performance on the SPP/APR indicators. Most relevant over the past year are refinements made to Alaska DEED's general supervision system based on feedback received prior to and receipt of the receipt of the DMS report (in FFY 2023). Alaska has worked to revise its state handbook and is now working to implement the changes to that handbook.  
  
Alaska DEED continued to focus on the needs of students related to proficiency on statewide assessments during the implementation of a new statewide assessment in Spring 2023 and the associated accountability waivers (see Indicator 3) as well as participating in implementation of the Alaska Reads Act. The proficiency data continue to indicate a need to increase the focus on early academics and Alaska is planning to revise its SIMR in the FFY 2023 APR to align with early literacy and numeracy initiatives that have been prioritized by Alaska DEED.

## Intro - OSEP Response

The State's determinations for both 2022 and 2023 were Needs Assistance. Pursuant to section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 23, 2023 determination letter informed the State that it must report with its FFY 2022 SPP/APR submission, due February 1, 2024, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State provided the required information.

## Intro - Required Actions

The State's IDEA Part B determination for both 2023 and 2024 is Needs Assistance. In the State's 2024 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2023 SPP/APR submission, due February 1, 2025, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

# Indicator 1: Graduation

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

**Data Source**

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

**Measurement**

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

**Instructions**

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

## 1 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 70.71% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 90.00% | 90.00% | 90.00% | 70.71% | 70.00% |
| Data | 58.73% | 56.94% | 59.75% | 70.71% | 70.07% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target >= | 70.00% | 71.00% | 72.00% | 73.00% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 784 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) |  |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 90 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 12 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 331 |

**FFY 2022 SPP/APR Data**

| **Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 784 | 1,217 | 70.07% | 70.00% | 64.42% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

Alaska DEED and its stakeholders explored potential reasons for the slippage, including that this is the second year of using the new measurement for this indicator with a much smaller denominator than in previous years. Stakeholders report that graduation and dropout data for FFY 2022 continue to be affected by the shutdown of schools for the COVID 19 pandemic. Many students who should have graduated in FFY 2022 experienced school shutdowns in their first year of high school, affecting their ability to progress through the high school curriculum. This is true for all students, not only students with disabilities.   
  
The AITC and other groups will be working on this priority in the 2023-2024 school year.

**Graduation Conditions**

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.**

The graduation requirements in Alaska are the same for children with and without IEPs except for when they are modified by an individual student’s IEP team as described in the section below. General graduation requirements are established in Alaska code at 4 AAC 06.075 and each school district defines its graduation requirements within this regulation.   
  
4 AAC 06.075. High school graduation requirements.   
(a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.  
(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:  
(1) language arts - four units of credit;  
(2) social studies - three units of credit;  
(3) mathematics - two units of credit for students graduating from high school on or before June 30 2017, and three units of credit for students graduating from high school on or after July 1, 2017;  
(4) science - two units of credit; and  
(5) health/physical education - one unit of credit.  
(c) Transfer students who have earned 13 units of credit while in attendance outside the district may, at the discretion of the district, be excused from the district subject area units-of-credit requirements.  
(d) Beginning January 1, 2009, the three units of credit in social studies required under (b)(2) of this section must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. The provisions of this subsection do not apply to a student who  
(1) transfers into an Alaska public school after the student's second year of high school; or  
(2) has already successfully completed a high school state history course from another state.  
(e) If a district awards units of credit for world language courses, it shall also award units of credit for postsecondary world language courses or world language courses offered by tribes or tribal entities.  
(f) In this section, "unit of credit" means the credit that a student is awarded for achieving a passing grade in a course of study by meeting the content standards for a course of study as prescribed by a local school board.  
(g) In this section, "world languages" means non-English languages including Alaska Native, American Indian, and American Sign Language

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

YES

**If yes, explain the difference in conditions that youth with IEPs must meet.**

Alaska code includes the flexibility to allow an IEP team to substitute alternative completion requirements for students with disabilities. These alternative requirements, if they are agreed upon by an individual student's IEP team, result in a student receiving a regular diploma. Alaska does not have an alternate diploma.  
  
Section 4 AAC 06.078 - Alternative completion requirements; students with disabilities  
(a) If the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the team that develops the individualized education program (IEP) set out in 4 AAC 52.140. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. A student taking a substitute course must take the state standards-based test described in 4 AAC 06.737.  
(b) If the disability of a student is so severe that substitute course offerings cannot be designed and provided, the student may be awarded a certificate of completion or attendance, based upon completion of the IEP goals or attendance for at least four years of high school.  
(c) In this section,  
(1) "disability" means a condition described in the definition of "children with disabilities" at 4 AAC 52.990;  
(2) "substitute course" means a course that 1st aligned to the grade level content standards in 4 AAC 04.140(a) and meets the state and district graduation requirements as specified in 4 AAC 06.075.

**Provide additional information about this indicator (optional)**

## 1 - Prior FFY Required Actions

None

## 1 - OSEP Response

## 1 - Required Actions

# Indicator 2: Drop Out

**Instructions and Measurement**

Monitoring Priority: FAPE in the LRE

**Results indicator**: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a

state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

## 2 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 23.54% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target <= | 5.00% | 5.20% | 5.00% | 23.54% | 23.50% |
| Data | 5.23% | 5.16% | 4.90% | 23.54% | 24.23% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target <= | 23.50% | 23.00% | 22.00% | 21.00% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 784 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) |  |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 90 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 12 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 331 |

**FFY 2022 SPP/APR Data**

| **Number of youth with IEPs (ages 14-21) who exited special education due to dropping out** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 331 | 1,217 | 24.23% | 23.50% | 27.20% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

Alaska DEED and its stakeholders are exploring potential reasons for the slippage, including that this is the second year of using the new measurement for this indicator with a much smaller denominator than in previous years. Stakeholders report that graduation and dropout data for FFY 2022 continue to be affected by the shutdown of schools for the COVID 19 pandemic. Many students who should have graduated in FFY 2022 experienced school shutdowns in their first year of high school, affecting their ability to progress through the high school curriculum. This is true for all students, not only students with disabilities.   
  
The AITC and other groups will be working on this priority in the 2023-2024 school year.

**Provide a narrative that describes what counts as dropping out for all youth**

A dropout (discontinuing school) is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students with absences due to suspension, illness, or medical conditions are not reported as dropouts. Students who leave the school to seek a GED are considered dropouts.   
  
A student who transfers to a non-district sponsored home school environment is a dropout unless he/she enrolls in a correspondence program that terminates in a diploma. (When district dropout totals are calculated, Alaska EED verifies whether dropouts have enrolled in another district. If student has enrolled elsewhere, that student is not counted in the numerator of the dropout rate). A student who transfers to a private school that terminates in a diploma is not considered a dropout; however, a student who discontinues public school and enrolls in a credit recovery program is to be reported as a dropout.  
  
A student who leaves school with a certificate of attendance in lieu of a high school diploma, returns to school within the same reporting year, and then drops out in the same reporting year will be counted as a dropout for the year.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

NO

**If yes, explain the difference in what counts as dropping out for youth with IEPs.**

**Provide additional information about this indicator (optional)**

## 2 - Prior FFY Required Actions

None

## 2 - OSEP Response

## 2 - Required Actions

# Indicator 3A: Participation for Children with IEPs

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

**Data Source**

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS185 and 188.

**Measurement**

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. 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.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3A - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 73.07% |
| Reading | B | Grade 8 | 2020 | 63.81% |
| Reading | C | Grade HS | 2020 | 61.37% |
| Math | A | Grade 4 | 2020 | 72.95% |
| Math | B | Grade 8 | 2020 | 63.31% |
| Math | C | Grade HS | 2020 | 60.37% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

01/10/2024

**Reading Assessment Participation Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs (2) |  |  |  |
| b. Children with IEPs in regular assessment with no accommodations (3) |  |  |  |
| c. Children with IEPs in regular assessment with accommodations (3) |  |  |  |
| d. Children with IEPs in alternate assessment against alternate standards |  |  |  |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

01/10/2024

**Math Assessment Participation Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs (2) |  |  |  |
| b. Children with IEPs in regular assessment with no accommodations (3) |  |  |  |
| c. Children with IEPs in regular assessment with accommodations (3) |  |  |  |
| d. Children with IEPs in alternate assessment against alternate standards |  |  |  |

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row a for all the prefilled data in this indicator.

(3) The term “regular assessment” is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 86.39% | 95.00% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 78.58% | 95.00% |  | N/A | N/A |
| **C** | Grade HS |  |  | 75.86% | 95.00% |  | N/A | N/A |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 86.13% | 95.00% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 79.07% | 95.00% |  | N/A | N/A |
| **C** | Grade HS |  |  | 74.29% | 95.00% |  | N/A | N/A |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

All State Assessment information and data, including public reports of assessment results, can be found at: https://education.alaska.gov/assessments/results. Reporting on FFY 2022 data will be provided on the website for students with disabilities at the same time it is provided for all students. Reporting on the FFY 2022 assessments was delayed due to the state needing to reestablish cut scores for proficiency after full implementation of the new assessments.  
  
To find public reporting with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f):   
\* Scroll down to "Assessment Results by Year"  
\* Select a year   
\* For the regular statewide assessment: - Under AK STAR ELA and Math Assessments, select Statewide, Districtwide or Schoolwide results - Select a District or School, if needed - For each assessment, click on the "View" link in the far right column labeled "Groups". This will produce a report that breaks out assessment data by specific group and includes the number and percentage of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments at the State, district and school levels.   
\* For the alternate assessment: - Under Alternate Assessment, select Statewide, Districtwide, or Schoolwide results - Those reports include the number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards, at the State, district and school levels.

**Provide additional information about this indicator (optional)**

Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023. Data on FFY 2022 assessments will be made available to stakeholders through the state's website and other mechanisms, especially as needed for examining progress and establishing targets given the state's revisions to the cut scores for determining proficiency.  
  
Alaska DEED notified the Office of School Support and Accountability, Office of Elementary and Secondary Education on October 26, 2023 that it would not be able to report assessment data within the required timelines due to changes Alaska DEED is making to the cut scores used to determine proficiency. As described in that letter (attached), DEED committed to a multi-year approach to design and review its statewide assessment, the Alaska System of Academic Readiness (AK STAR). To ensure that the achievement levels most accurately reflect student performance, the process included development of Achievement Level Descriptors and standard setting process in 2022 followed by a validation study and policy review committee in 2023. The standard setting process is the procedure by which achievement levels are set for the statewide assessment and aims to ensure the results from AK STAR are accurate, aligned, and inform schools, teachers, parents, partners, and students of their learning progress towards the Alaska Content Standards.  
  
Now that DEED has updated the cut scores to align with the stated goals of AK STAR, DEED has initiated the State Board of Education (SBOE) approval process. The anticipated timeline for SBOE approval is as follows:  
• Revised Assessment regulations that reflect the proposed cut scores will be submitted to SBOE for initial review at the December 6, 2023, SBOE meeting.  
• The 30-day public comment period will be opened following the December SBOE meeting.  
• Second review, and anticipated approval, of the regulations will occur at the SBOE meeting on January 17, 2024.  
• Following approval of cut scores, DEED will work with NWEA, which is part of Houghton Mifflin Harcourt, to complete reporting as quickly as possible. DEED anticipates reports being provided to districts in late March 2024.  
• DEED will keep school districts informed of updated timelines and reporting dates as this process progresses.  
• Test data file will be received by DEED from the vendor on February 21, 2024.  
• Accountability calculations will be completed, and results will be posted, by late April 2024.

## 3A - Prior FFY Required Actions

None

## 3A - OSEP Response

The State did not provide any data for this indicator. Therefore, OSEP could not determine whether the State met its target. The State reported, “Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023.” On April 3, 2024, the State requested a correction opportunity for these data. As noted in the 2023 IDEA Part B determination letter, OSEP is using the 2022-23 IDEA Section 618 Part B data on children with disabilities as of the due date (i.e., January 10 for the assessment data submission) to pre-populate Indicator 3 of the IDEA Part B SPP/APR in the Department’s online SPP/APR submission tool. As further noted in the 2023 determination letter and in OSEP’s approval of the State’s request for a correction opportunity, OSEP is not using the 2022-23 Assessment data submitted during a correction opportunity for the FFY 2022 IDEA Part B SPP/APR or the 2024 IDEA Part B Results Matrix.

## 3A - Required Actions

The State did not provide data for FFY 2022. The State must provide the required data for FFY 2023 in the FFY 2023 SPP/APR.

# Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

**Data Source**

3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2021 | 6.40% |
| Reading | B | Grade 8 | 2021 | 6.25% |
| Reading | C | Grade HS | 2021 | 6.87% |
| Math | A | Grade 4 | 2021 | 6.02% |
| Math | B | Grade 8 | 2021 | 1.53% |
| Math | C | Grade HS | 2021 | 4.26% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 6.40% | 6.90% | 7.40% | 7.90% |
| Reading | B >= | Grade 8 | 6.30% | 6.80% | 7.30% | 7.80% |
| Reading | C >= | Grade HS | 6.90% | 7.40% | 7.90% | 8.40% |
| Math | A >= | Grade 4 | 6.00% | 6.50% | 7.00% | 7.50% |
| Math | B >= | Grade 8 | 1.50% | 2.00% | 4.00% | 5.00% |
| Math | C >= | Grade HS | 4.30% | 4.80% | 5.30% | 5.80% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment |  |  |  |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment |  |  |  |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 6.40% | 6.40% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 6.25% | 6.30% |  | N/A | N/A |
| **C** | Grade HS |  |  | 6.87% | 6.90% |  | N/A | N/A |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 6.02% | 6.00% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 1.53% | 1.50% |  | N/A | N/A |
| **C** | Grade HS |  |  | 4.26% | 4.30% |  | N/A | N/A |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

All State Assessment information and data, including public reports of assessment results, can be found at: https://education.alaska.gov/assessments/results. Reporting on FFY 2022 data will be provided on the website for students with disabilities at the same time it is provided for all students. Reporting on the FFY 2022 assessments was delayed due to the state needing to reestablish cut scores for proficiency after full implementation of the new assessments.  
  
To find public reporting with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f):   
\* Scroll down to "Assessment Results by Year"  
\* Select a year   
\* For the regular statewide assessment: - Under AK STAR ELA and Math Assessments, select Statewide, Districtwide or Schoolwide results - Select a District or School, if needed - For each assessment, click on the "View" link in the far right column labeled "Groups". This will produce a report that breaks out assessment data by specific group and includes the number and percentage of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments at the State, district and school levels.   
\* For the alternate assessment: - Under Alternate Assessment, select Statewide, Districtwide, or Schoolwide results - Those reports include the number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards, at the State, district and school levels.

**Provide additional information about this indicator (optional)**

Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023. Data on FFY 2022 assessments will be made available to stakeholders through the state's website and other mechanisms, especially as needed for examining progress and establishing targets given the state's revisions to the cut scores for determining proficiency.  
  
Alaska DEED notified the Office of School Support and Accountability, Office of Elementary and Secondary Education on October 26, 2023 that it would not be able to report assessment data within the required timelines due to changes Alaska DEED is making to the cut scores used to determine proficiency.

## 3B - Prior FFY Required Actions

None

## 3B - OSEP Response

The State did not provide any data for this indicator. Therefore, OSEP could not determine whether the State met its target. The State reported, “Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023.” On April 3, 2024, the State requested a correction opportunity for these data. As noted in the 2023 IDEA Part B determination letter, OSEP is using the 2022-23 IDEA Section 618 Part B data on children with disabilities as of the due date (i.e., January 10 for the assessment data submission) to pre-populate Indicator 3 of the IDEA Part B SPP/APR in the Department’s online SPP/APR submission tool. As further noted in the 2023 determination letter and in OSEP’s approval of the State’s request for a correction opportunity, OSEP is not using the 2022-23 Assessment data submitted during a correction opportunity for the FFY 2022 IDEA Part B SPP/APR or the 2024 IDEA Part B Results Matrix.

## 3B - Required Actions

The State did not provide data for FFY 2022. The State must provide the required data for FFY 2023 in the FFY 2023 SPP/APR.   
  
OSEP notes that the US ED Accountability Waiver Request included in the State's FFY 2022 SPP/APR submission is not in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (Section 508), and will not be posted on the U.S. Department of Education's IDEA website. Therefore, the State must make the attachment available to the public as soon as practicable, but no later than 120 days after the date of the determination letter.

# Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

**Data Source**

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time

of testing.

## 3C - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 2.94% |
| Reading | B | Grade 8 | 2020 | 16.98% |
| Reading | C | Grade HS | 2020 | 18.03% |
| Math | A | Grade 4 | 2020 | 14.71% |
| Math | B | Grade 8 | 2020 | 5.66% |
| Math | C | Grade HS | 2020 | 24.59% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 2.90% | 2.90% | 3.90% | 4.90% |
| Reading | B >= | Grade 8 | 17.00% | 17.00% | 18.00% | 19.00% |
| Reading | C >= | Grade HS | 18.00% | 18.00% | 19.00% | 19.00% |
| Math | A >= | Grade 4 | 14.70% | 14.70% | 15.70% | 16.70% |
| Math | B >= | Grade 8 | 5.70% | 5.70% | 6.70% | 7.70% |
| Math | C >= | Grade HS | 24.60% | 24.60% | 25.60% | 25.60% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment |  |  |  |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient |  |  |  |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment |  |  |  |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient |  |  |  |

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 1.85% | 2.90% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 14.06% | 17.00% |  | N/A | N/A |
| **C** | Grade HS |  |  | 19.30% | 18.00% |  | N/A | N/A |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 16.67% | 14.70% |  | N/A | N/A |
| **B** | Grade 8 |  |  | 3.13% | 5.70% |  | N/A | N/A |
| **C** | Grade HS |  |  | 17.54% | 24.60% |  | N/A | N/A |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

All State Assessment information and data, including public reports of assessment results, can be found at: https://education.alaska.gov/assessments/results. Reporting on FFY 2022 data will be provided on the website for students with disabilities at the same time it is provided for all students. Reporting on the FFY 2022 assessments was delayed due to the state needing to reestablish cut scores for proficiency after full implementation of the new assessments.  
  
To find public reporting with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f):   
\* Scroll down to "Assessment Results by Year"  
\* Select a year   
\* For the regular statewide assessment: - Under AK STAR ELA and Math Assessments, select Statewide, Districtwide or Schoolwide results - Select a District or School, if needed - For each assessment, click on the "View" link in the far right column labeled "Groups". This will produce a report that breaks out assessment data by specific group and includes the number and percentage of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments at the State, district and school levels.   
\* For the alternate assessment: - Under Alternate Assessment, select Statewide, Districtwide, or Schoolwide results - Those reports include the number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards, at the State, district and school levels.

**Provide additional information about this indicator (optional)**

Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023. Data on FFY 2022 assessments will be made available to stakeholders through the state's website and other mechanisms, especially as needed for examining progress and establishing targets given the state's revisions to the cut scores for determining proficiency.  
  
Alaska DEED notified the Office of School Support and Accountability, Office of Elementary and Secondary Education on October 26, 2023 that it would not be able to report assessment data within the required timelines due to changes Alaska DEED is making to the cut scores used to determine proficiency.

## 3C - Prior FFY Required Actions

None

## 3C - OSEP Response

The State did not provide any data for this indicator. Therefore, OSEP could not determine whether the State met its target. The State reported, “Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023.” On April 3, 2024, the State requested a correction opportunity for these data. As noted in the 2023 IDEA Part B determination letter, OSEP is using the 2022-23 IDEA Section 618 Part B data on children with disabilities as of the due date (i.e., January 10 for the assessment data submission) to pre-populate Indicator 3 of the IDEA Part B SPP/APR in the Department’s online SPP/APR submission tool. As further noted in the 2023 determination letter and in OSEP’s approval of the State’s request for a correction opportunity, OSEP is not using the 2022-23 Assessment data submitted during a correction opportunity for the FFY 2022 IDEA Part B SPP/APR or the 2024 IDEA Part B Results Matrix.

## 3C - Required Actions

The State did not provide data for FFY 2022. The State must provide the required data for FFY 2023 in the FFY 2023 SPP/APR.

# Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

**Data Source**

3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2022-2023 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2022-2023 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2022-2023 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2022-2023 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3D - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2021 | 20.12 |
| Reading | B | Grade 8 | 2021 | 22.90 |
| Reading | C | Grade HS | 2021 | 20.82 |
| Math | A | Grade 4 | 2021 | 17.65 |
| Math | B | Grade 8 | 2021 | 10.86 |
| Math | C | Grade HS | 2021 | 14.28 |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A <= | Grade 4 | 20.10 | 20.10 | 19.10 | 18.10 |
| Reading | B <= | Grade 8 | 22.90 | 22.90 | 21.90 | 20.90 |
| Reading | C <= | Grade HS | 20.80 | 20.80 | 19.80 | 18.80 |
| Math | A <= | Grade 4 | 17.70 | 17.70 | 16.70 | 15.70 |
| Math | B <= | Grade 8 | 10.90 | 10.90 | 9.90 | 8.90 |
| Math | C <= | Grade HS | 14.30 | 14.30 | 13.30 | 12.30 |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment |  |  |  |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment |  |  |  |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment |  |  |  |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment |  |  |  |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 20.12 | 20.10 |  | N/A | N/A |
| **B** | Grade 8 |  |  | 22.90 | 22.90 |  | N/A | N/A |
| **C** | Grade HS |  |  | 20.82 | 20.80 |  | N/A | N/A |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 |  |  | 17.65 | 17.70 |  | N/A | N/A |
| **B** | Grade 8 |  |  | 10.86 | 10.90 |  | N/A | N/A |
| **C** | Grade HS |  |  | 14.28 | 14.30 |  | N/A | N/A |

**Provide additional information about this indicator (optional)**

Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023. Data on FFY 2022 assessments will be made available to stakeholders through the state's website and other mechanisms, especially as needed for examining progress and establishing targets given the state's revisions to the cut scores for determining proficiency.  
  
Alaska DEED notified the Office of School Support and Accountability, Office of Elementary and Secondary Education on October 26, 2023 that it would not be able to report assessment data within the required timelines due to changes Alaska DEED is making to the cut scores used to determine proficiency.

## 3D - Prior FFY Required Actions

None

## 3D - OSEP Response

The State did not provide any data for this indicator. Therefore, OSEP could not determine whether the State met its target. The State reported, “Alaska DEED was unable to report data for this indicator in time for it to be considered for the FFY 2022 APR due to the delays it reported to the U.S. Department of Education in October 2023.” On April 3, 2024, the State requested a correction opportunity for these data. As noted in the 2023 IDEA Part B determination letter, OSEP is using the 2022-23 IDEA Section 618 Part B data on children with disabilities as of the due date (i.e., January 10 for the assessment data submission) to pre-populate Indicator 3 of the IDEA Part B SPP/APR in the Department’s online SPP/APR submission tool. As further noted in the 2023 determination letter and in OSEP’s approval of the State’s request for a correction opportunity, OSEP is not using the 2022-23 Assessment data submitted during a correction opportunity for the FFY 2022 IDEA Part B SPP/APR or the 2024 IDEA Part B Results Matrix.

## 3D - Required Actions

The State did not provide data for FFY 2022. The State must provide the required data for FFY 2023 in the FFY 2023 SPP/APR.

# Indicator 4A: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2021-2022 (which can be found in the FFY 2021 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency 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, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 4A - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 5.60% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target <= | 3.50% | 3.00% | 3.00% | 14.29% | 3.00% |
| Data | 7.84% | 10.00% | 5.66% | 14.29% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target <= | 3.00% | 2.80% | 2.80% | 2.50% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of LEAs that have a significant discrepancy** | **Number of LEAs that met the State's minimum n/cell-size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 1 | 7 | 0.00% | 3.00% | 14.29% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

Alaska DEED views the identification of an LEA as positive and evidence that the criteria for this indicator are sufficiently rigorous. We anticipate less fluctuation in the data for this indicator as we move toward more LEAs meeting the minimum n/cell-size. The slippage was due in part to additional LEAs meeting the minimum "n" size and being considered for this indicator (increase from 1 to 7). Additionally, suspensions and expulsions increased statewide during the 2021-2022 school year as students returned to school following school closures during the COVID 19 pandemic.

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

**State’s definition of “significant discrepancy” and methodology**

In Alaska, significant discrepancy is defined as a district's rate being 1% or more above the current year's statewide rate when looking at the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State.   
  
For Indicator 4A, Alaska, with its stakeholders, established a minimum "n" size of at least 10 students with IEPs enrolled in in the school district and a minimum cell size of at least 3 students with IEPs that are suspended or expelled for greater than 10 days.   
  
During the 2021-2022 school year, as anticipated we saw an increase in the numbers of suspensions and expulsions, for all students and students with disabilities. Seven school districts met the n size compared to one school district in 2020-2021. Preliminary data for 2022-2023 indicate that the trend will continue to increase.

**Provide additional information about this indicator (optional)**

Alaska compares each LEA’s rate for the race and ethnicity categories that meet the cell size to the statewide rate for all children with IEPs. The state’s suspension and expulsion rate for the 2021-2022 school year was 0.60%, a nearly tenfold increase from the 2020-2021 school year rate for children with IEPs of 0.08%. Statewide rates for all students also increased significantly, from 0.06% in 2020-2021 to 0.34% in 2021-2022. This is due to schools fully reopening for the 2021-2022 school year. During the 2020-2021 school year, many Alaska schools met virtually or in a hybrid format that included virtual learning. The number of suspensions and expulsions was low for all students including students with an IEP.   
  
Alaska DEED will continue to review these data to examine ongoing impacts of school closures due to the COVID-19 pandemic, including with its stakeholders, and if needed will revise its methodology. If data do not increase to pre-pandemic levels, stakeholders will consider changing the definition of significant discrepancy, minimum "n" and cell size, but stakeholders agreed it is still too soon to do given the significant changes between the 2020-2021 and 2021-2022 suspension and expulsion rates.

**Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

One of the seven districts that met the minimum n/cell sizes was identified with a significant discrepancy. Alaska DEED reviewed the district’s 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 IDEA regulations, as required by 34 CFR §300.170(b).   
  
This review was conducted as a part of the cyclical monitoring and through additional file reviews. The monitoring includes reviewing policies, procedures and practices related to IEPs, positive behavioral interventions and supports, and procedural safeguards. Alaska DEED staff review files for all students with IEPs that were suspended or expelled for 10 or more days. If noncompliance is identified during the review of policies, procedures and practices, Alaska DEED requires the district to revise policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, pursuant to 34 CFR §300.170(b). Alaska DEED verifies correction of noncompliance consistent with OSEP Memo 09-02.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 4A - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State’s LEAs are being examined for significant discrepancy under the State’s chosen methodology.

**Response to actions required in FFY 2021 SPP/APR**

## 4A - OSEP Response

## 4A - Required Actions

# Indicator 4B: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, 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 LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2021-2022 (which can be found in the FFY 2021 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, 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.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Targets must be 0% for 4B.

## 4B - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 5.80% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of LEAs that have a significant discrepancy, by race or ethnicity** | **Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements** | **Number of LEAs that met the State's minimum n/cell-size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 2 | 0 | 6 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

**Were all races and ethnicities included in the review?**

YES

**State’s definition of “significant discrepancy” and methodology**

In Alaska, significant discrepancy is defined as a district's rate being 1% or more above the current year's state average rate for all children with IEPs when looking at each district’s rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each race and ethnicity category.   
  
For Indicator 4B, Alaska established a minimum "n" size of at least 10 students with IEPs enrolled in in the school district and a minimum cell size of at least 3 students with IEPs that are suspended or expelled for more than 10 days. For each district that meets the minimum “n” size for all students with an IEP, the comparison is conducted for each race and ethnicity that meets the minimum cell size.  
  
During the 2021-2022 school year, as anticipated we saw an increase in the numbers of suspensions and expulsions, for all students and students with disabilities. Six school districts met the n size for Indicator 4B and suspended or expelled 3 students with an IEP for greater than 10 days compared to one school district in 2020-2021. Preliminary data for 2022-2023 indicate that the trend will continue to increase.

**Provide additional information about this indicator (optional)**

Alaska compares each LEA’s rate for the race and ethnicity categories that meet the cell size to the statewide rate for all children with IEPs. The state’s suspension and expulsion rate for the 2021-2022 school year was 0.60%, a nearly tenfold increase from the 2020-2021 school year rate for children with IEPs of 0.08%. Statewide rates for all students also increased significantly, from 0.06% in 2020-2021 to 0.34% in 2021-2022. This is due to schools fully reopening for the 2021-2022 school year. During the 2020-2021 school year, many Alaska schools met virtually or in a hybrid format that included virtual learning. The number of suspensions and expulsions was low for all students including students with an IEP.   
  
Alaska DEED will continue to review these data to examine ongoing impacts of school closures due to the COVID-19 pandemic, including with its stakeholders, and if needed will revise its methodology. If data do not increase to pre-pandemic levels, stakeholders will consider changing the definition of significant discrepancy, minimum "n" and cell size, but it agreed it is still too soon to do given the significant changes between the 2020-2021 and 2021-2022 suspension and expulsion rates.

**Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

Alaska identified two districts as having a significant discrepancy based on the examination of 2021-2022 data. For those two districts, DEED reviewed the district’s 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 IDEA regulations, as required by 34 CFR §300.170(b).   
  
This review was done virtually, but can be conducted both as a part of onsite cyclical monitoring and through offsite monitoring and review of student files. The monitoring includes reviewing policies, procedures and practices related to IEPs, positive behavioral interventions and supports, and procedural safeguards. Alaska DEED staff review files for all students with IEPs that were suspended or expelled for 10 or more days. When noncompliance is identified during the review of policies, procedures and practices, Alaska DEED requires districts to revise policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, pursuant to 34 CFR §300.170(b). Alaska verifies correction of noncompliance consistent with OSEP Memo 09-02.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 4B - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies, by race and ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State’s LEAs are being examined for significant discrepancy under the State’s chosen methodology; and how the State’s threshold for measuring significant discrepancy, by race or ethnicity, in the rate of long-term suspensions and expulsions is reasonably designed.

**Response to actions required in FFY 2021 SPP/APR**

Alaska compares each LEA’s rate for the race and ethnicity categories that meet the cell size to the statewide rate for all children with IEPs. The state’s suspension and expulsion rate for the 2021-2022 school year was 0.60%, a nearly tenfold increase from the 2020-2021 school year rate for children with IEPs of 0.08%. Statewide rates for all students also increased significantly, from 0.06% in 2020-2021 to 0.34% in 2021-2022. This is due to schools fully reopening for the 2021-2022 school year. During the 2020-2021 school year, many Alaska schools met virtually or in a hybrid format that included virtual learning. The number of suspensions and expulsions was low for all students including students with an IEP.   
  
During the 2021-2022 school year, as anticipated we saw an increase in the numbers of suspensions and expulsions, for all students and students with disabilities. Six school districts met the n size and suspended or expelled 3 students with an IEP for greater than 10 days compared to one school district in 2020-2021. Preliminary data for 2022-2023 indicate that the trend will continue to increase.  
  
Alaska DEED will continue to review these data to examine ongoing impacts of school closures due to the COVID-19 pandemic, including with its stakeholders, and if needed will revise its methodology. If data do not increase to pre-pandemic levels, stakeholders will consider changing the definition of significant discrepancy, minimum "n" and cell size, but it agreed it is still too soon to do given the significant changes between the 2020-2021 and 2021-2022 suspension and expulsion rates.

## 4B - OSEP Response

OSEP’s Required Actions in response to the State’s FFY 2021 SPP/APR required the State to explain, in its FFY 2022 SPP/APR, how its methodology is reasonably designed to determine if significant discrepancies, by race or ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. In the FFY 2022 SPP/APR, the State indicated that it plans to review its methodology for this indicator. OSEP appreciates the State’s efforts. However, for the FFY 2022 SPP/APR, OSEP notes that the State's methodology continues to result in a threshold for measuring significant discrepancy, by race or ethnicity, in the rate of long-term suspension and expulsion rates of children with IEPs that falls above the median of thresholds used by all States. Therefore, OSEP could not determine whether the State's methodology is reasonably designed to determine significant discrepancies in the rate of long-term suspensions and expulsions for children with disabilities.

## 4B- Required Actions

In the FFY 2023 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies, by race or ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State's threshold for measuring significant discrepancy, by race or ethnicity, in the rate of long-term suspensions and expulsions is reasonably designed.

# Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

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.

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

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS002.

**Measurement**

A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)]times 100.

**Instructions**

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A | 2020 | Target >= | 60.00% | 65.00% | 65.00% | 66.80% | 67.00% |
| A | 66.80% | Data | 64.15% | 65.01% | 64.18% | 66.80% | 68.33% |
| B | 2020 | Target <= | 11.50% | 9.00% | 9.00% | 10.29% | 10.30% |
| B | 10.29% | Data | 9.17% | 8.90% | 10.47% | 10.29% | 10.81% |
| C | 2020 | Target <= | 2.60% | 2.45% | 1.85% | 2.30% | 2.30% |
| C | 2.30% | Data | 2.57% | 2.45% | 2.49% | 2.30% | 2.11% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 67.40% | 67.80% | 68.20% | 68.60% |
| Target B <= | 10.20% | 10.10% | 10.00% | 9.90% |
| Target C <= | 2.20% | 2.20% | 2.10% | 2.10% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | Total number of children with IEPs aged 5 (kindergarten) through 21 | 18,265 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 12,278 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 1,989 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools | 295 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities | 31 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements | 16 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2022 SPP/APR Data**

| **Education Environments** | **Number of children with IEPs aged 5 (kindergarten) through 21 served** | **Total number of children with IEPs aged 5 (kindergarten) through 21** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 12,278 | 18,265 | 68.33% | 67.40% | 67.22% | Did not meet target | Slippage |
| B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 1,989 | 18,265 | 10.81% | 10.20% | 10.89% | Did not meet target | No Slippage |
| C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3] | 342 | 18,265 | 2.11% | 2.20% | 1.87% | Met target | No Slippage |

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **A** | Stakeholders were not able to identify a reason for slippage, but recommended taking actions to ensure that placements are accurately recorded and reported to the state. The districts not meet this target are mostly large districts. Reasons for slippage identified by Alaska DEED include an increase to the 40-80% category that is not reported to OSEP, because there was not slippage in categories B or C; continued problems recruiting staff which makes it more difficult to provide services within the general education classrooms, especially in small schools and districts; and difficulties keeping students in general education who have behavior problems. |

**Provide additional information about this indicator (optional)**

## 5 - Prior FFY Required Actions

None

## 5 - OSEP Response

## 5 - Required Actions

# Indicator 6: Preschool Environments

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.

C. Receiving special education and related services in the home.

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

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

**Measurement**

A. Percent = [(# of children ages 3, 4, and 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 ages 3, 4, and 5 with IEPs)] times 100.

B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

**Instructions**

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (*e.g.*, 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under IDEA section 618, explain.

## 6 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data (Inclusive) – 6A, 6B, 6C**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| **A** | Target >= | 28.00% | 28.00% | 28.00% | 17.87% | 17.90% |
| **A** | Data | 23.91% | 22.81% | 25.42% | 17.87% | 13.07% |
| **B** | Target <= | 42.00% | 42.00% | 38.00% | 54.50% | 54.40% |
| **B** | Data | 49.79% | 49.78% | 49.88% | 54.53% | 65.05% |
| **C** | Target <= |  |  |  | 1.69% | 1.70% |
| **C** | Data |  |  |  | 1.69% | 2.13% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Targets**

**Please select if the State wants to set baseline and targets based on individual age ranges (i.e. separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.**

Inclusive Targets

**Please select if the State wants to use target ranges for 6C.**

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

| **Part** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- |
| **A** | 2020 | 17.90% |
| **B** | 2020 | 54.50% |
| **C** | 2020 | 1.70% |

**Inclusive Targets – 6A, 6B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 18.00% | 18.00% | 18.10% | 18.10% |
| Target B <= | 54.30% | 54.20% | 54.10% | 54.00% |

**Inclusive Targets – 6C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target C <= | 1.60% | 1.60% | 1.50% | 1.50% |

**Prepopulated Data**

**Data Source:**

SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

**Date:**

08/30/2023

| **Description** | **3** | **4** | **5** | **3 through 5 - Total** |
| --- | --- | --- | --- | --- |
| Total number of children with IEPs | 405 | 623 | 75 | 1,103 |
| a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 47 | 102 | 21 | 170 |
| b1. Number of children attending separate special education class | 268 | 410 | 41 | 719 |
| b2. Number of children attending separate school | 1 | 3 | 1 | 5 |
| b3. Number of children attending residential facility | 0 | 0 | 0 | 0 |
| c1**.** Numberof children receiving special education and related services in the home | 9 | 11 | 0 | 20 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2022 SPP/APR Data - Aged 3 through 5**

| **Preschool Environments** | **Number of children with IEPs aged 3 through 5 served** | **Total number of children with IEPs aged 3 through 5** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 170 | 1,103 | 13.07% | 18.00% | 15.41% | Did not meet target | No Slippage |
| B. Separate special education class, separate school or residential facility | 724 | 1,103 | 65.05% | 54.30% | 65.64% | Did not meet target | No Slippage |
| C. Home | 20 | 1,103 | 2.13% | 1.60% | 1.81% | Did not meet target | No Slippage |

**Provide additional information about this indicator (optional)**

Alaska DEED is encouraged by the increase in 6A despite not meeting the target.

## 6 - Prior FFY Required Actions

None

## 6 - OSEP Response

## 6 - Required Actions

# Indicator 7: Preschool Outcomes

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 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.

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

**Data Source**

State selected data source.

**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:**

**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.

**Instructions**

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A1 | 2008 | Target >= | 75.00% | 75.50% | 75.50% | 84.26% | 84.50% |
| A1 | 71.60% | Data | 85.10% | 87.00% | 85.61% | 84.26% | 85.23% |
| A2 | 2008 | Target >= | 49.00% | 44.00% | 62.00% | 37.70% | 39.70% |
| A2 | 61.90% | Data | 45.88% | 44.84% | 44.37% | 37.71% | 39.72% |
| B1 | 2008 | Target >= | 77.00% | 77.30% | 77.30% | 85.78% | 86.00% |
| B1 | 77.20% | Data | 84.80% | 88.21% | 90.52% | 85.78% | 87.17% |
| B2 | 2008 | Target >= | 46.50% | 46.50% | 63.90% | 37.85% | 39.90% |
| B2 | 63.80% | Data | 45.65% | 46.56% | 40.35% | 37.85% | 42.33% |
| C1 | 2008 | Target >= | 75.00% | 75.20% | 75.20% | 86.20% | 86.20% |
| C1 | 75.10% | Data | 83.18% | 84.59% | 88.05% | 86.21% | 86.46% |
| C2 | 2008 | Target >= | 52.00% | 49.00% | 68.80% | 44.35% | 46.40% |
| C2 | 68.70% | Data | 50.57% | 49.89% | 49.46% | 44.35% | 46.17% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A1 >= | 84.70% | 84.90% | 85.10% | 85.30% |
| Target A2 >= | 41.70% | 43.70% | 35.70% | 62.00% |
| Target B1 >= | 86.20% | 86.40% | 86.60% | 86.80% |
| Target B2 >= | 41.90% | 43.90% | 45.90% | 64.00% |
| Target C1 >= | 86.40% | 86.60% | 86.80% | 87.00% |
| Target C2 >= | 48.40% | 50.40% | 52.40% | 70.00% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**FFY 2022 SPP/APR Data**

**Number of preschool children aged 3 through 5 with IEPs assessed**

2,200

**Outcome A: Positive social-emotional skills (including social relationships)**

| **Outcome A Progress Category** | **Number of children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 26 | 3.79% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 60 | 8.75% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 313 | 45.63% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 229 | 33.38% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 58 | 8.45% |

| **Outcome A** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1. 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. *Calculation:(c+d)/(a+b+c+d)* | 542 | 628 | 85.23% | 84.70% | 86.31% | Met target | No Slippage |
| A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 287 | 686 | 39.72% | 41.70% | 41.84% | Met target | No Slippage |

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

| **Outcome B Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 17 | 2.48% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 56 | 8.16% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 307 | 44.75% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 253 | 36.88% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 53 | 7.73% |

| **Outcome B** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1. 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. *Calculation: (c+d)/(a+b+c+d)* | 560 | 633 | 87.17% | 86.20% | 88.47% | Met target | No Slippage |
| B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 306 | 686 | 42.33% | 41.90% | 44.61% | Met target | No Slippage |

**Outcome C: Use of appropriate behaviors to meet their needs**

| **Outcome C Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 15 | 2.19% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 53 | 7.73% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 305 | 44.46% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 259 | 37.76% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 54 | 7.87% |

| **Outcome C** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1. 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.  *Calculation:(c+d)/(a+b+c+d)* | 564 | 632 | 86.46% | 86.40% | 89.24% | Met target | No Slippage |
| C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.  *Calculation: (d+e)/(a+b+c+d+e)* | 313 | 686 | 46.17% | 48.40% | 45.63% | Did not meet target | No Slippage |

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

YES

**List the instruments and procedures used to gather data for this indicator.**

Alaska DEED continued to use seven-point ECO Child Outcomes Summary Form. The data necessary to report for this indicator is collected as part of a Supplemental Workbook that is submitted by each district to Alaska DEED on an annual basis for each child.   
  
For indicator 7 each district is required to use the following instructions:   
Indicator 7 data must be collected for all children with an IEP ages 3 through 5 who have not yet entered kindergarten. Entry data will be collected in the district within two months of program entry. Exit data will be collected in the district when the child exits due to ineligibility or beginning kindergarten. 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 Alaska DEED. The data from this form will be reported to Alaska DEED 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.

**Provide additional information about this indicator (optional)**

As reported in this indicator, the state collected assessment data for 2200 children aged 3-5 who received services at some time during the reporting period. This is the total number of children assessed, not those assessed for both entry and exit who received at least six months of services (the denominator for each of the parts of this indicator).   
  
The reported 2,200 children assessed includes all students assessed during the reporting period including some whose progress and performance are not reported in the indicator:   
\* Entry assessments for students who have not exited the program or turned 6 years of age.  
\* Entry assessments and exit assessments for students who received services for fewer than six months, including those who entered services within 6 months of their 6th birthday.  
  
The number of children for whom the state collected entry and exit data and who received at least six months of services was 686.

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions

# Indicator 8: Parent involvement

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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))

**Data Source**

State selected data source.

**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.

**Instructions**

*Sampling****of parents from whom response is requested****is allowed.* *When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State’s analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 8 - Indicator Data

| **Question** | **Yes / No** |
| --- | --- |
| Do you use a separate data collection methodology for preschool children? | NO |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2006 | 29.30% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 51.00% | 60.00% | 60.00% | 56.48% | 57.50% |
| Data | 60.81% | 62.69% | 67.85% | 56.48% | 55.41% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target >= | 58.50% | 59.50% | 60.50% | 61.50% |

**FFY 2022 SPP/APR Data**

| **Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities** | **Total number of respondent parents of children with disabilities** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 1,187 | 2,123 | 55.41% | 58.50% | 55.91% | Did not meet target | No Slippage |

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

Each survey includes the same group of questions that are used for this indicator which are combined for all students. Some questions are asked only to high school parents about transition and preparation for post-school life, but they are not included in analysis for this indicator.

**The number of parents to whom the surveys were distributed.**

20,133

**Percentage of respondent parents**

10.54%

**Response Rate**

|  |  |  |
| --- | --- | --- |
| **FFY** | **2021** | **2022** |
| Response Rate | 10.19% | 10.54% |

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

Metric to determine representativeness: +/- 3% discrepancy in the proportion of responders compared to target group.

**Include the State’s analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

To determine representativeness, Alaska used the differences between the proportions of the total population and the response group, often referred to as response rate differentials. Given the sample size of nearly 2000 responses and the target group of the total population, Alaska considered response rate differentials within +/- 3% discrepancy to be representative.   
  
The data below display representativeness of respondents by race/ethnicity, gender, and disability category. With notable and important exceptions, indicated by an asterisk below, survey data appeared to be representative of the Target Population. Caucasians were over-represented by 10.3% in the results and Alaska Natives were under-represented by 6.7%. All other ethnic and racial subgroups were represented within +/- 3% of the target population. Parents of students with Specific Learning Disabilities were under-represented by 9.0% and parents of students with Other Health Impairments were over-represented by 3.4%.  
  
Race  
Caucasian 10.3%\*  
African American -0.5%  
Hispanic -1.6%  
Asian 1.7%  
Native American 0.0%  
Alaska Native -6.7%\*  
Multi-Ethnic -1.8%  
Native Hawaiian or Pacific Islander -1.6%  
  
Gender  
Male 1.9%  
Female -1.9%  
  
Disability Category  
Cognitive Impairment 0.3%  
Speech or Language Impairments 1.5%  
Emotional Disturbance -0.8%  
Other Health Impairments 3.5%\*  
Specific Learning Disabilities -9.0%\*  
Autism 2.3%  
Other Disabilities Combined 2.2%  
Unknown 0.0%

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

NO

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics**

Alaska continues to explore and implement strategies to address the response rate differentials that were greater than 3% (e.g., +/- 3% discrepancy).  
  
Alaska DEED will continue to implement the following strategies to continue to improve the representativeness of the response group: (1) partner more closely with Stone Soup Group, its PTI, and LINKS, the Alaska CPRC, to provide training to parents about the importance of responding to the parent survey and target that training for Alaska Native families of children with IEPs; (2) work with districts with high Alaska Native populations to personally remind parents prior to the survey and after they have received the survey; and (3) Increase the number of email addresses collected to potentially facilitate reminders about the survey.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

Alaska DEED has taken and will continue to take the following steps to reduce any bias and promote response from a broad cross section of parents: (1) survey all parents annually, providing regular opportunity for feedback; (2) partner with Stone Soup Group and LINKS to provide training to parents and remind parents to respond to the survey; and (3) evaluate the potential use of incentives to increase response rates.

**Describe the analysis** **of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

The Indicator 8 survey items were developed to be analyzed within the Rasch measurement framework. For our purposes, the Rasch analysis provides two important outputs. The first is a single, scaled score for the entire instrument that can be used for comparisons across states and over time. The second output are a number of internal reliability statistics for the overall instrument and individual items to give the analyst a sense of the quality of the data and how much confidence can be placed in the results.  
  
Nonresponse bias was not identified based on the analyses conducted. For underrepresented groups (Alaska Natives and parents of students with specific learning disabilities), weighting their responses does not change the final results with statistical significance.

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

| **Survey Question** | **Yes / No** |
| --- | --- |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | NO |
| If yes, provide a copy of the survey. |  |

**Provide additional information about this indicator (optional)**

## 8 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must report whether the FFY 2022 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

**Response to actions required in FFY 2021 SPP/APR**

## 8 - OSEP Response

## 8 - Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

# Indicator 9: Disproportionate Representation

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

**Compliance indicator**: 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))

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, 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 that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2022 reporting period (i.e., after June 30, 2023).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken. If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 9 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services** | **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 3 | 0 | 49 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

Alaska’s definition of “disproportionate representation”  
  
Alaska DEED stakeholders defined disproportionate representation as a risk ratio of 2.5 or greater. The State of Alaska utilizes the risk ratio method to calculate the proportionality of representation of racial and ethnic groups in special education and related services in Alaska. Alaska DEED invited a stakeholder group including educators, parents, and other representatives to help define disproportionate representation of racial and ethnic groups in special education and related services. The stakeholders reviewed statewide and district by district risk ratio data and agreed to a risk ratio of 2.5.   
  
Alaska uses one year of data in the calculation.  
  
Minimum “n” size  
For Indicator 9, Alaska does not include school districts in its analysis in which there are:   
\* Fewer than 10 students with IEPs in the racial/ethnic group of interest, or risk numerator (when examining child count data); or   
\* Fewer than 10 students on the remaining of all other students who serve as the comparison group for that racial/ethnic group of interest (risk denominator).

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

Each district identified with a risk ratio of 2.5 or greater is required to complete a self assessment designed to evaluate policies, procedures and practices related to the identification of students as students with disabilities (including requirements related to child find, evaluations and eligibility determinations). The self assessment includes the review of files for students in the race/ethnicity category that was overidentified. Alaska DEED follows up to verify the results of the self-assessment as needed.   
  
The three districts identified in FFY 2022 were NOT found to have disproportionality that was the result of inappropriate identification. Alaska DEED did not make any findings of noncompliance related to this indicator in FFY 2022.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 9 - Prior FFY Required Actions

None

## 9 - OSEP Response

## 9 - Required Actions

# Indicator 10: Disproportionate Representation in Specific Disability Categories

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

**Compliance indicator**: 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))

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, 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 that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2022 reporting period (i.e., after June 30, 2023).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 10 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

15

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories** | **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 13 | 0 | 39 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

Alaska’s definition of “disproportionate representation” -- Alaska DEED stakeholders defined disproportionate representation as a risk ratio of 2.5 or greater. The State of Alaska utilizes the risk ratio and alternate risk ratio methods to calculate the proportionality of representation of racial and ethnic groups in special education and related services in Alaska. Alaska DEED invited a stakeholder group including educators, parents, and other representatives to help define disproportionate representation of racial and ethnic groups in special education and related services. The stakeholders reviewed statewide and district by district risk ratio data. Since the FFY 2011 APR, Alaska DEED has consistently defined disproportionate representation as a risk ratio of 2.5 or higher.   
  
Alaska uses one year of data for calculating disproportionate representation.  
  
Minimum “n” size.   
For Indicator 10, Alaska does not include school districts in its analysis in which there are:  
\* Fewer than 10 students with IEPs in the racial/ethnic group of interest or the risk numerator (when examining child count data); or   
\* Fewer than 10 students on the remaining of all other students who serve as the comparison group for that racial/ethnic group of interest (risk denominator).

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

Each district identified with a risk ratio of 2.5 or greater is required to complete a self assessment designed to evaluate policies, procedures and practices related to the identification of students as students with disabilities (including requirements related to child find, evaluations and eligibility determinations). The self assessment includes the review of files for students in the category that was overidentified. Alaska DEED staff follow up to verify the results of the self assessment as needed.   
  
Alaska reviewed the results of self assessments and results from recent monitoring findings and found that the disproportionate representation was not the result of inappropriate identification in any of the 13 districts with a risk ratio of 2.5 or higher. Many of the districts were also identified in a previous year and Alaska DEED anticipates we will continue to identify those districts based on their current student populations.

**Provide additional information about this indicator (optional)**

All 13 districts were identified for the Native Alaskan category. While the reviews did not find noncompliance, Alaska will continue to explore the root cause of overidentification. This is currently done when each LEA is identified with significant disproportionality as part of the root cause analysis. Alaska DEED looks forward to identifying practices in LEAs that contribute to lessening disproportionality.

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 10 - Prior FFY Required Actions

None

## 10 - OSEP Response

## 10 - Required Actions

# Indicator 11: Child Find

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Child Find

**Compliance indicator**: 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.

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

**Data Source**

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

**Measurement**

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or 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.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 11 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 95.70% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 97.45% | 96.85% | 92.76% | 95.20% | 97.20% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

| **(a) Number of children for whom parental consent to evaluate was received** | **(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 4,213 | 4,071 | 97.20% | 100% | 96.63% | Did not meet target | No Slippage |

**Number of children included in (a) but not included in (b)**

142

**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.**

Of the 142 eligibility determinations completed beyond the timeline: 48 were completed within between 91 and 95 calendar days; 32 were completed between 96 and 105 calendar days; 20 were completed between 106 and 115 days; and 42 were completed after more than 115 calendar days. While there continue to be delays and Alaska did not meet the target of 100%, the number of children evaluated has continued to increase significantly, from 2499 in 2020-2021 to 3818 in 2021-2022 and 4213 in 2022-2023.  
  
The following reasons for delay were reported by school districts: 18 evaluator unable to test due to weather; 111 one or more necessary team members was not available; and 13 for other reasons (5 parent or student delays, 4 teacher delays, and 4 unknown).

**Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

**What is the State’s timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

Alaska DEED's timeline for initial evaluations is within 90 calendar days of receiving parental consent for the initial evaluation.

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

Alaska DEED collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all school districts. Alaska DEED considers this a database because it includes data for the entire reporting year and for all students. However, it is not a live database -- Alaska DEED is not able to access live data throughout the year.  
  
Alaska DEED also collects monitoring data related to this indicator through its cyclical onsite monitoring. However, the files reviewed reflect only a small number of Alaska students so Alaska DEED has chosen to submit the full year's data. Any files that are noncompliant from monitoring are also recorded as noncompliant in the supplemental data collection, so the data reported for this indicator reflect accurate data for all students referred for special education.

**Provide additional information about this indicator (optional)**

Please note that the verification of correction of findings of noncompliance identified in FFY 2021 was complete prior to the receipt of OSEP's DMS report in September 2023. While, as noted in the DMS report, Alaska DEED did not make written findings of noncompliance, it did track a finding of noncompliance for each district with less than 100% data for FFY 2021. Correction of each finding of noncompliance was verified as described below, including for any district that had noncompliance but did not receive an onsite visit after the identification of noncompliance.

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 23 | 23 | 0 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

Consistent with OSEP guidance, Alaska DEED determined that each LEA was correctly implementing the specific IDEA and Alaska requirements (i.e., achieved 100% compliance with the initial evaluation timelines) based on a review of updated data including data subsequently collected through monitoring or additional district-specific data requests. Alaska DEED conducted this verification through a review of data submitted by each LEA through the annual supplemental data collection, and through collection of verification data when the state is onsite conducting compliance monitoring. Alaska DEED followed up the data collection with phone calls to LEAs and review of files as necessary to establish 100% compliance. Findings were verified as corrected when data showed 100% compliance for a time period following the finding of noncompliance.  
  
For the 23 districts with less than 100% compliance in the data for all kids referred during the FFY 2021, 6 districts provided subsequent data demonstrating 100% compliance during onsite monitoring, finding no additional noncompliance for students referred after the close of the reporting period. For the remaining 17 districts, Alaska reviewed additional data from the district that showed 100% compliance for a period of time. All districts were able to show 100% compliance prior to December 2023.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

Consistent with OSEP guidance, Alaska DEED verified that every individual case of noncompliance was corrected unless the child was no longer within the jurisdiction of the LEA. For timeline-specific requirements, like Indicator 11, Alaska verified that each required action, although late, occurred. Alaska DEED conducted this verification through a review of data submitted by the LEA through the annual supplemental data collection, submitted by each LEA and through compliance monitoring. Alaska DEED followed up the data collection with phone calls to LEAs and review of files as necessary to establish that each evaluation occurred, although late.  
  
Twenty-three districts were identified as having noncompliance for this indicator based on FFY 2021 data (2021-2022). All of the 23 districts submitted data in the supplemental workbook that provided evidence that each evaluation was completed, although late, which was validated through file review by Alaska DEED.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

As described in the Indicator data, Alaska DEED verified that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

## 11 - OSEP Response

## 11 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.   
  
If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 12: Early Childhood Transition

**Instructions and Measurement**

**Monitoring Priorit**y: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: 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))

**Data Source**

Data to be taken from State monitoring or State data system.

**Measurement**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.

b. # of those referred determined to be NOT eligible and whose eligibility was 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 or to whom exceptions under 34 CFR §300.301(d) applied.

e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

f. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. 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 - f)] times 100.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child’s third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 12 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 74.60% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 92.63% | 96.02% | 94.44% | 92.24% | 98.61% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

|  |  |
| --- | --- |
| a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. | 352 |
| b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday. | 32 |
| c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. | 293 |
| d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. | 20 |
| e. Number of children who were referred to Part C less than 90 days before their third birthdays. | 0 |
| f. Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option. | 0 |

| **Measure** | **Numerator (c)** | **Denominator (a-b-d-e-f)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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. | 293 | 300 | 98.61% | 100% | 97.67% | Did not meet target | No Slippage |

**Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

7

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

Of the 7 eligibilities determined and IEPs developed beyond the 3rd birthday: 1 was completed between 1 and 10 days after the 3rd birthday; 3 were completed between 11 and 30 days after the 3rd birthday; 1 was completed between 31 and 60 days after the 3rd birthday; and 2 were completed 61 or more days after the 3rd birthday.   
  
Reasons for delay for the 7 eligibilities determined or IEPs developed beyond the 3rd birthday, 4 were completed because a member of the team did not complete the process by the child's 3rd birthday and the remaining 3 were not completed for other reasons including school closures and inability to conduct evaluations due to weather.

**Attach PDF table (optional)**

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

Alaska DEED collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all school districts. Alaska DEED considers this a database because it includes data for the entire reporting year and for all students. It is not a live database -- Alaska DEED is not able to access live data throughout the year except for when it can be onsite in an LEA.  
  
Alaska DEED also collects monitoring data related to this indicator through its cyclical onsite monitoring. However, the files reviewed reflect only a small number of Alaska students so Alaska DEED has chosen to submit the full year's data. Any files that are noncompliant from monitoring are also recorded as noncompliant in the supplemental data collection, so the data reported for this indicator reflect accurate data for all students who were served in Part C and referred for Part B eligibility determination.

**Provide additional information about this indicator (optional)**

Please note that the verification of correction of findings of noncompliance identified in FFY 2021 was complete prior to the receipt of OSEP's DMS report in September 2023. While, as noted in the DMS report, Alaska DEED did not make written findings of noncompliance, it did track a finding of noncompliance for each district with less than 100% data for FFY 2021. Correction of each finding of noncompliance was verified as described below, including for any district that had noncompliance but did not receive an onsite visit after the identification of noncompliance.  
  
In addition, OSEP's DMS report requested that the state provide, in this report, an explanation of how its data for Indicator B-12 are valid and reliable and reflect the measurement. The explanation should include a discussion of the methodology used by the State to verify the validity and reliability of the data for B-12 (the percentage 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).  
  
The data collection period for this indicator closed on June 20, 2023 and Alaska DEED received OSEP's DMS report on September 25, 2023. The state is working to develop new policies and procedures for verifying the validity and reliability of the data that will describe the following:  
  
\* Alaska DEED reviews files for students who have transitioned from Part C to Part B during each of its cyclical onsite monitoring visits including verifying the data reported in the supplemental workbook. The review of additional files during an onsite monitoring visit can be used to verify correction of the noncompliance and are used to make an additional finding of noncompliance if new noncompliance is identified. Alaska DEED monitors its three largest districts annually and those districts serve most Alaska students, so verification of the data occurs for most students.  
  
\* Due to the problems described during Alaska's onsite visit with the validity of the notifications that are provided from Part C to Part B at the state level, Alaska DEED requires verification of those data by each district. The supplemental workbook includes all children reported by Part C as exiting and each district must verify that the child either participated in the transition to Part B or justify why they did not, which may include that they were not referred by the local ILP agency. Alaska DEED will continue this practice.

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 3 | 3 | 0 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

Consistent with OSEP guidance, Alaska DEED determined that each LEA was correctly implementing the specific IDEA and Alaska requirements (i.e., achieved 100% compliance with the C to B transition timelines) based on a review of updated data including data subsequently collected through monitoring or additional district-specific data requests. Alaska DEED conducted this verification through a review of data submitted by each LEA through the annual supplemental data collection, and through collection of verification data when the state is onsite conducting compliance monitoring. Alaska DEED followed up the data collection with phone calls to LEAs and review of files as necessary to establish 100% compliance. Findings were verified as corrected when data showed 100% compliance for a time period following the finding of noncompliance.  
  
For the 3 districts with less than 100% compliance for all kids referred during the FFY 2021 reporting period, 2 districts were more than 95% compliant and 1 was 0% compliant (with one student referred).   
  
For 1 of the 3 districts, Alaska reviewed subsequent data demonstrating 100% compliance during onsite monitoring, finding no additional noncompliance for students referred after the close of the reporting period. For 2 districts, Alaska requested and received additional data from the district that showed 100%. All districts were able to show 100% compliance for at least one month prior to December 2023.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

Consistent with the requirements in OSEP Memo 09-02, Alaska DEED verified that every individual case of noncompliance was corrected unless the child was no longer within the jurisdiction of the LEA. For timeline-specific requirements, like Indicator 12, Alaska verified that each required action, although late, occurred. Alaska DEED conducted this verification through a review of data submitted by the LEA through the annual supplemental data collection, submitted by each LEA and through compliance monitoring. Alaska DEED followed up the data collection with phone calls to LEAs and review of files as necessary to establish that each evaluation occurred, although late.  
  
Three districts were identified as having noncompliance for this indicator based on FFY 2021 data (2021-2022). Each of the 3 districts submitted data in the supplemental workbook that provided evidence that each eligibility was determined and IEP implemented, although late.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

As described in the Indicator data, Alaska DEED verified that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

## 12 - OSEP Response

## 12 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.   
  
If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 13: Secondary Transition

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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))

**Data Source**

Data to be taken from State monitoring or State data system.

**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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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.

If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 13 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 96.10% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 97.91% | 96.93% | 95.05% | 95.90% | 95.42% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

| **Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition** | **Number of youth with IEPs aged 16 and above** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 3,665 | 3,805 | 95.42% | 100% | 96.32% | Did not meet target | No Slippage |

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

Alaska DEED collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all school districts for the entire reporting year. Alaska DEED considers this a database because it includes data for the entire reporting year. However, this is not a live database -- Alaska DEED is not able to access live data throughout the year. Data are reported by each LEA after the end of each fiscal year.  
  
Alaska DEED also collects monitoring data related to this indicator through its cyclical onsite monitoring. However, the files reviewed reflect only a small number of Alaska students so Alaska DEED has chosen to submit the full year's data. Any files that are noncompliant from monitoring are also recorded as noncompliant in the supplemental data collection, so the data reported for this indicator reflect accurate data for all students referred for special education.

| **Question** | **Yes / No** |
| --- | --- |
| Do the State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16? | NO |

**Provide additional information about this indicator (optional)**

Please note that the verification of correction of findings of noncompliance identified in FFY 2021 was complete prior to the receipt of OSEP's DMS report in September 2023. While, as noted in the DMS report, Alaska DEED did not make written findings of noncompliance, it did track a finding of noncompliance for each district with less than 100% data for FFY 2021. Correction of each finding of noncompliance was verified as described below, including for any district that had noncompliance but did not receive an onsite visit after the identification of noncompliance.

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 27 | 27 | 0 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

Consistent with the OSEP guidance, Alaska DEED reviewed data to determined that each LEA was correctly implementing the specific IDEA and Alaska requirements (i.e., achieved 100% compliance) based on a review of updated data including data subsequently collected through monitoring or additional district-specific data requests. Alaska DEED conducted this verification through a review of data submitted by each LEA through the annual supplemental data collection, and through collection of verification data when the state is onsite conducting compliance monitoring. Alaska DEED followed up the data collection with phone calls to LEAs and review of files as necessary to establish 100% compliance. Findings were verified as corrected when data showed 100% compliance for a time period following the finding of noncompliance.  
  
For the 27 districts with less than 100% compliance in the data for all kids referred during the FFY 2021 reporting period, 8 districts were 95% compliant or higher, 5 districts were between 90 and 94% compliant, 10 districts were between 75 and 89% compliant, and 4 were below 75% compliant (3 with a denominator of five or fewer).   
  
For 2 districts, Alaska reviewed subsequent data demonstrating 100% compliance during onsite monitoring, finding no additional noncompliance for students referred after the close of the reporting period. For 8 districts, Alaska DEED reviewed data demonstrating continued noncompliance during onsite monitoring. Following up to the related monitoring, findings Alaska requested and received additional data from the district that showed 100% compliance. For 17 districts identified with noncompliance, Alaska DEED verified correction through offsite activities. For those 17 districts, Alaska requested and received additional data from the district that showed 100% compliance. All districts were able to show 100% compliance for at least one month prior to December 2023.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

Consistent with OSEP guidance, Alaska DEED verified that every individual case of noncompliance was corrected, unless the child was no longer within the jurisdiction of the LEA. For Indicator 13, Alaska collected data to verify that each IEP was corrected and that IEP meetings were reconvened as needed. Data were collected through data submissions and compliance monitoring. Alaska followed up the data collection with phone calls to LEAs and review of files as necessary to establish that all of the requirements for secondary transition were met for each student.  
  
Twenty-seven districts were identified as having noncompliance for this indicator based on FFY 2021 data (2021-2022). Each of the 27 districts submitted data providing evidence that secondary transition plans were corrected and Alaska DEED reviewed a sample of those files, including through its onsite monitoring.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

As described in the Indicator data, Alaska DEED verified that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

## 13 - OSEP Response

## 13 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.   
  
If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 14: Post-School Outcomes

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Results indicator:** 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))

**Data Source**

State selected data source.

**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.

**Instructions**

*Sampling****of youth who had IEPs and are no longer in secondary school****is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See General Instructions on page 3 for additional instructions on sampling.)*

Collect data by September 2023 on students who left school during 2021-2022, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2021-2022 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

**I. *Definitions***

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

**II. *Data Reporting***

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;

2. Competitively employed within one year of leaving high school (but not enrolled in higher education);

3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);

4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**III. *Reporting on the Measures/Indicators***

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A | 2009 | Target >= | 14.70% | 13.00% | 16.25% | 8.10% | 9.00% |
| A | 16.20% | Data | 13.41% | 13.17% | 12.91% | 8.15% | 8.26% |
| B | 2009 | Target >= | 46.00% | 56.00% | 59.25% | 58.80% | 59.00% |
| B | 59.20% | Data | 53.18% | 56.72% | 54.49% | 58.81% | 61.38% |
| C | 2009 | Target >= | 61.50% | 68.00% | 70.55% | 67.18% | 67.50% |
| C | 70.50% | Data | 66.12% | 68.28% | 62.36% | 67.18% | 70.54% |

**FFY 2021 Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 10.00% | 11.00% | 12.00% | 16.30% |
| Target B >= | 59.20% | 59.40% | 59.60% | 59.80% |
| Target C >= | 68.00% | 68.50% | 69.50% | 70.60% |

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

Stakeholders reviewed the data for this indicator and prioritized further examination around dropout status and disability category in addition to race and ethnicity when looking at representativeness and non-response bias. Alaska DEED will also continue to look at sex and English proficiency status.

**FFY 2022 SPP/APR Data**

|  |  |
| --- | --- |
| Total number of targeted youth in the sample or census | 1,145 |
| Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school | 458 |
| Response Rate | 40.00% |
| 1. Number of respondent youth who enrolled in higher education within one year of leaving high school | 35 |
| 2. Number of respondent youth who competitively employed within one year of leaving high school | 217 |
| 3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 40 |
| 4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed). | 5 |

| **Measure** | **Number of respondent youth** | **Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Enrolled in higher education (1) | 35 | 458 | 8.26% | 10.00% | 7.64% | Did not meet target | Slippage |
| B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2) | 252 | 458 | 61.38% | 59.20% | 55.02% | Did not meet target | Slippage |
| C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4) | 297 | 458 | 70.54% | 68.00% | 64.85% | Did not meet target | Slippage |

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **A** | The decrease in students enrolling in higher education has been recognized for all students in Alaska. Reasons cited by stakeholders include the economy and more rigorous criteria. |
| **B** | Alaska experienced an increase in these data for FFY 2020 and FFY 2021 and now has returned to pre pandemic levels (FFY 2018). Stakeholders believe his may be due to incentives ending related to COVID recovery. |
| **C** | Item C tracks very similar to item B with similar reasons for slippage. |

**Please select the reporting option your State is using:**

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Response Rate**

|  |  |  |
| --- | --- | --- |
| **FFY** | **2021** | **2022** |
| Response Rate | 40.04% | 40.00% |

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

Alaska DEED examined representativeness of respondents by ethnicity, disability categories, select demographic characteristics, and sex. Overall, survey data are representative of the Target Population in all categories (within +/- 3%). Response rate differentials have improved year over year.

**Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

The response rate, when coupled with select demographic analyses of respondents, provides a clearer understanding of the validity and accuracy of the survey data. The analyses found data to be representative of respondents by ethnicity, disability categories, select demographic characteristics, and sex. Overall, survey data appeared to be representative of the Target Population. All examined ethnic and racial subgroups, disability categories, and gender were proportional within +/- 3% of the target population. Alaska DEED also examined dropout status and found it to be proportionally representative.  
  
FFY 2022 Response Rate Differentials:  
Race  
Caucasian 2.4% (increase from -0.7%)  
African American -0.8% (increase from -0.6%)  
Hispanic -1.3%  
Asian 0.2%  
Native American 0.0%  
Alaska Native -0.6%  
Multi-Ethnic 1.5%  
Native Hawaiian or Pacific Islander -1.3%  
Unknown 0.0%  
  
Disability Categories  
Learning Disabled -2.5% (similar to previous year's -2.5%)  
Emotionally Disturbed 0.2%  
Intellectual Disability -1.1%  
  
Gender  
Female 0.7% (increase from -1.6% in FFY 2021)  
Male -0.7%  
  
Dropout Status  
Dropout -0.8% (increase from -2.5% in FFY 2021)  
  
Our analysis found no evidence of response bias.

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

YES

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

Alaska's contractor will continue to try to engage students from the underrepresented groups and attempt to contact them through multiple means including by phone, text, email, and social media.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

The response rate, when coupled with select demographic analyses of respondents, provides a clearer understanding of the validity and accuracy of the survey data. The analyses found data to be representative of respondents by ethnicity, disability categories, select demographic characteristics, and sex. Overall, survey data appeared to be representative of the Target Population. All ethnic and racial subgroups, and disability types were proportional within +/- 3% of the target population.  
  
Our analysis found no evidence of response bias.

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

| **Survey Question** | **Yes / No** |
| --- | --- |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | NO |

**Provide additional information about this indicator (optional)**

## 14 - Prior FFY Required Actions

None

## 14 - OSEP Response

## 14 - Required Actions

# Indicator 15: Resolution Sessions

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results Indicator:** 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))

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*)).

**Measurement**

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

**Instructions**

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 15 - Indicator Data

Select yes to use target ranges

Target Range is used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/15/2023 | 3.1 Number of resolution sessions | 4 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/15/2023 | 3.1(a) Number resolution sessions resolved through settlement agreements | 1 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 73.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 70.00% - 80.00% | 70.00% - 80.00% | 70.00%-80.00% | 70.00%-80.00% | 70.00%-80.00% |
| Data | 16.67% | 100.00% | 0.00% | 100.00% | 57.14% |

**Targets**

| **FFY** | 2022 (low) | 2022 (high) | 2023 (low) | 2023 (high) | 2024 (low) | 2024 (high) | 2025 (low) | 2025 (high) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target >= | 70.00% | 80.00% | 70.00% | 80.00% | 70.00% | 80.00% | 70.00% | 80.00% |

**FFY 2022 SPP/APR Data**

| **3.1(a) Number resolutions sessions resolved through settlement agreements** | **3.1 Number of resolutions sessions** | **FFY 2021 Data** | FFY 2022 Target (low) | FFY 2022 Target (high) | FFY 2022 Data | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 4 | 57.14% | 70.00% | 80.00% | 25.00% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

This is based on a very small number of resolution sessions held. Based on the small numbers, the data for this indicator have been variable over the past 10 years. Alaska DEED will continue to make resolution sessions available for families and districts and does not expect every resolution session to end in an agreement.

**Provide additional information about this indicator (optional)**

## 15 - Prior FFY Required Actions

None

## 15 - OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2022. The State is not required to meet its targets until any fiscal year in which ten or more resolution sessions were held.

## 15 - Required Actions

# Indicator 16: Mediation

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

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

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*)).

**Measurement**

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

**Instructions**

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

**Select yes to use target ranges**

Target Range is used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1 Mediations held | 3 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1.a.i Mediations agreements related to due process complaints | 0 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1.b.i Mediations agreements not related to due process complaints | 3 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 78.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 70.00% - 80.00% | 70.00% - 80.00% | 70.00%-80.00% | 70.00%-80.00% | 70.00%-80.00% |
| Data | 100.00% | 100.00% | 100.00% | 0.00% | 100.00% |

**Targets**

| **FFY** | 2022 (low) | 2022 (high) | 2023 (low) | 2023 (high) | 2024 (low) | 2024 (high) | 2025 (low) | 2025 (high) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target >= | 70.00% | 80.00% | 70.00% | 80.00% | 70.00% | 80.00% | 70.00% | 80.00% |

**FFY 2022 SPP/APR Data**

| **2.1.a.i Mediation agreements related to due process complaints** | **2.1.b.i Mediation agreements not related to due process complaints** | **2.1 Number of mediations held** | **FFY 2021 Data** | **FFY 2022 Target (low)** | **FFY 2022 Target (high)** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | 3 | 3 | 100.00% | 70.00% | 80.00% | 100.00% | Met target | No Slippage |

**Provide additional information about this indicator (optional)**

## 16 - Prior FFY Required Actions

None

## 16 - OSEP Response

The State reported fewer than ten mediations held in FFY 2022. The State is not required to meet its targets until any fiscal year in which ten or more mediations were held.

## 16 - Required Actions

# Indicator 17: State Systemic Improvement Plan

**Instructions and Measurement**

**Monitoring Priority:** General Supervision

The State’s SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

**Measurement**

The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

**Instructions**

**Baseline Data*:*** The State must provide baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

**Targets*:*** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State’s FFY 2025 target must demonstrate improvement over the State’s baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State’s targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

*Phase I: Analysis:*

- Data Analysis;

- Analysis of State Infrastructure to Support Improvement and Build Capacity;

- State-identified Measurable Result(s) for Children with Disabilities;

- Selection of Coherent Improvement Strategies; and

- Theory of Action.

*Phase II: Plan* (which, is in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;

- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and

- Evaluation.

*Phase III: Implementation and Evaluation* (which, is in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

**Specific Content of Each Phase of the SSIP**

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

***Phase III: Implementation and Evaluation***

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State’s last SSIP submission (i.e., February 1, 2023). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

## 17 - Indicator Data

**Section A: Data Analysis**

**What is the State-identified Measurable Result (SiMR)?**

Alaska’s State Identified Measurable Result (SiMR) is to increase graduation rates of Alaska Native students with disabilities, as measured by the state-calculated five-year cohort graduation rate.  
  
Alaska’s "five-year graduation rate" is calculated by means of a fraction. The denominator is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade five years earlier, adjusting for transfers in and out, emigres, and deceased students. The numerator is the number of students in the school who graduate (A) on or before June 30 of the reporting year; (B) with a regular high school diploma; and (C) within five years of first enrolling in a high school. (4 AAC 06.825. Graduation rates indicator.)

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)**

NO

**Is the State’s theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

https://education.alaska.gov/tls/SPED/docs/Alaska-State-Systemic-Improvement%20-Plan-Theory-of-Action.pdf

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages)*.***

**Select yes if the State uses two targets for measurement. (yes/no)**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 60.57% |

**Targets**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **Current Relationship** | **2022** | **2023** | **2024** | **2025** |
| Target | Data must be greater than or equal to the target | 64.00% | 66.00% | 68.00% | 70.00% |

**FFY 2022 SPP/APR Data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The number of Alaska Native students with an IEP who graduated from high school within five years with a regular high school diploma.** | **The total number of Alaska Native students with an IEP who started 9th grade 5 years earlier.** | FFY 2021 Data | FFY 2022 Target | FFY 2022 Data | **Status** | **Slippage** |
| 218 | 360 | 63.01% | 64.00% | 60.56% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

In FFY 2022, the Department did not meet its target and saw slippage in the number of Alaska Native students with an IEP who graduated from high school within five years with a regular high school diploma. Upon a deeper analysis, Alaska DEED contributes this slippage, in part, to several factors:  
  
1. The small number of Alaska Native students with disabilities contributes to more volatile graduation rates year over year. An additional 10 Alaska Native students with an IEP who graduated from high school within five years with a regular high school diploma would have resulted in growth and an additional 13 Alaska Native students with an IEP who graduated from high school within five years with a regular high school diploma would have allowed the state to meet its target.  
  
2. The long-term economic impacts of the COVID-19 pandemic and a decreasing state GDP (-1.7% from 2021) may also impact student and community perception of the value of a high school diploma, especially in locations where post-secondary education, training, and employment are difficult to attain. Chronic attendance issues have perseverated from the trend COVID established, specifically for Alaska Native students. As a result of absenteeism from school, some graduations have been delayed in addition to a decreasing overall graduation rate.   
  
3. While there are trends that point to school districts with larger proportions of Alaska Native students with disabilities, in some years specific schools will have zero Alaska Native students with disabilities. The large geographic area, isolation of specific schools, some with limited access to the internet, and limited Alaska DEED resources create barriers to the equitable dissemination of resources and trainings conducted by Alaska DEED and the AITC. Alaska DEED continues to examine how to target support for all school districts to positively impact Alaska Native students with disabilities.

**Provide the data source for the FFY 2022 data.**

Graduation data are submitted annually by LEAs to the Department through the Summer OASIS data collection. The data collection contains a record for every entry and exit for students between July 1 through June 30. Data is due to the department annually on July 15.

**Please describe how data are collected and analyzed for the SiMR**.

Upon receipt, graduation data are reviewed and certified by the Alaska DEED Data Manager for reporting purposes. Data are cross referenced with supporting documentation and transcripts. LEAs are provided a timeframe to make any data corrections. The data manager disaggregates data by the following populations to determine the 5-year cohort graduation rate: Alaska Native students with disabilities, all students with disabilities, and students with disabilities excluding Alaska Native students.

**Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* that demonstrates progress toward the SiMR? (yes/no)**

YES

**Describe any additional data collected by the State to assess progress toward the SiMR.**

Alaska DEED analyzes various data sources to evaluate progress toward the SiMR. Alaska DEED understands that graduation rates improve based on many contributing factors. While there is a correlation between the data points included below and graduation rates that does not preclude additional data from impacting graduation results specifically cultural barriers that are difficult to quantify. Data are continually assessed to determine additional data sources or activities that may be contributing to graduation rates across the state and should be monitored.   
  
Research demonstrates the strong correlation between attendance and graduation rates. Attendance rates of students with disabilities are considered a key indicator to help Alaska DEED inform strategic interventions to reduce dropouts and improve graduation rates and post school outcomes. Attendance data is monitored to assess the impact of strategic academic interventions including compliant transition plans and participation in Career and Technical Education (CTE). The average attendance of Alaska Native students with disabilities in school year 21-22: 87%; 22-23: 83% (statewide school year 21-22: 85%; 22-23: 89%). In school year 21-22, 16.46% of CTE participants identified as Alaska Native and 13.09% of CTE participants were students with disabilities, as defined by IDEA. In school year 22-23, 16.7% of CTE participants identified as Alaska Native and 11.3% of CTE participants were students with disabilities, as defined by IDEA. Additionally, Indicator 13 data are disaggregated and examined to determine the percentage of youth with an IEP that includes all required components in their transition plan: all students with disabilities: 96.3%; Alaska Native students with disabilities: 94.8%. Compared to FY 21: all students with disabilities: 95.4%; Alaska Native students with disabilities: 93.6%.  
  
Alaska DEED collected data related to participation, content, and evaluation of training opportunities for educators with the goal of improving the equitable distribution and implementation of evidence-based practices across the state. During the Fall 2022 Statewide Transition Training, 90 educators, across 33 school districts and organizations (52.5% educator increase from FY 2021). Participants participated in an evaluation survey following each session which focused on the quality, relevance, and usefulness of sessions (in the fall of 2022: 100% reported the quality the trainings as good, very good, or excellent). These surveys are also used to determine which evidence-based practices are in use.   
  
The Alaska Interagency Transition Council (AITC) partners maintain its online platform, Transition Alaska, to increase access to information and resources for stakeholders across the state. The platform continues to serve as a key tool used to increase the dissemination and implementation of evidence-based practices in schools and districts given the large geographic area, and strategic modification to the original scale-up plan in Phase II. Data on the total number of accounts, new annual accounts created, and the number of tools and resources (added by year) are collected. In FY22 of the 616 user accounts for the site, 493 were adults, 91 were students, and 32 were unspecified.   
  
Providing students access to training and educational opportunities with the goal of improving post-secondary outcomes and bolstering graduation rates is a key strategy of the AITC. Research demonstrates that improved engagement in the classroom plays an important role in the overall learning processes and improved academic performance. Participation and evaluation data related to the many student-centered activities offered is collected including ATOP Transition Camps (145 total students, 50 Alaska Native in person; 442 total students, 300 Alaska Native virtually; 387 total students, 227 Alaska Native participating in webinars), JOBZ Club (47 total students, 28 Alaska Native), S’Cool Store (19 students, 7 Alaska Native), Pathways (19 students, 12 Alaska Native), and Summer Work (319 students, 107 Alaska Native) were collected. AITC stakeholders also offered students opportunities for in-school work experience to incentivize attendance and academic progress (38 students, 17 Alaska Native).  
  
Evidence demonstrates that the use of culturally responsive curricula increases academic achievement and graduation rates by connecting academic concepts to student experiences and lives, making curricula more meaningful, engaging, and effective. To support the use of culturally responsive curricula for Alaska Native students with disabilities, data are collected to track whether modifications have been made to previously developed resources and materials to incorporate culturally responsive programming, new materials and resources made available specifically tailored to Alaska Native students with disabilities that can be included as part of a student’s Individual Education Plan (IEP) and transition plan, and mechanisms for distributing materials.  
  
Recognizing that parent involvement and support is associated with higher student achievement, data related to parent involvement and perception are also collected to inform efforts, provide tools, and trainings that facilitate conversations about graduation and secondary transition with parents. Additionally, participation and evaluation data related to trainings made available to support participation in secondary transition planning for parents is tracked.

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

**Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State’s current evaluation plan.**

An accessible version of Alaska DEED's revised SSIP evaluation plan is posted at https://education.alaska.gov/tls/SPED/docs/Alaska%20DEED%20State%20Systemic%20Evaluation%20Plan.pdf. It is included with links to the SPP/APR and SSIP on the special education page of the DEED website (https://education.alaska.gov/sped).

**Is the State’s evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

Access to Trainings and Resources  
The AITC continued to increase access by leveraging virtual platforms to make trainings and educational resources more widely accessible through the Transition Alaska platform (https://transitionalaska.org/). This includes the delivery of virtual trainings and opportunities for students, with recordings, as well as key in-person training events. The ACTE continued to build out its clearing house, the Alaska Education Exchange, to share CTE lesson planning across the state.  
  
Improve Alaska DEED Capacity   
Alaska DEED continued to invest significant resources to increase the capacity of Alaska DEED staff to oversee, manage, and coordinate SSIP activities. Alaska DEED staff continued to utilize NTACT-C universal technical assistance to stay up to date on new evidence-based practices and bring practices and opportunities for participation back to the AITC. DEED staff also engaged with NCSI and IDC in targeted ways to evaluate the SSIP and implementation strategies.   
  
Improve School Capacity  
In the fall of 2023, the AITC hosted its fourth annual Statewide Secondary Transition Training and offered 9 virtual trainings to educators across the state. The AITC made improvements to the structure and content of the event to maximize learning. As a result of its participation in professional development and training opportunities, Alaska DEED staff continued to integrate and provide trainings on NTACT-developed evidence-based practices. The AITC also conducted an Introduction to Transition training to build capacity of new staff and Yearlong Transition Training series to encourage continuous improvement. The quarterly transition newsletter continued to inform teachers about trainings and professional development opportunities, information on evidence-based practices, and examples of implementation across Alaska.   
  
Provide Opportunities for Students  
Alaska continued and scaled up its provision of transition services and opportunities to students with disabilities. The Division of Vocational Rehabilitation (DVR) paid teacher stipends to implement curriculums that teach students the necessary skills for transition and graduation through Pathways, JOBZ Club, and S’Cool Store. Alaska DEED relies on voluntary participation to implement curriculums within schools. Alaska Transition Outcome Project (ATOP) Transition Camps were offered both in-person and virtually, totaling 15 offerings. To better prepare students for post-school employment, DVR and SERRC developed and implemented specific transition camps focused on Health Care, Business, and Construction Careers. These hands-on experiences allow students with disabilities in-depth exploration of careers in each field through interactive learning and result in students obtaining specific certifications. AITC stakeholders launched a new webinar series around career spotlights to engage students and provide access and information about high-demand careers across the state: Trade, Health Care, and Hospitality (387 total students, 237 Alaska Native).  
  
DVR also facilitated opportunities for students with disabilities to participate in job opportunities through local employers in small businesses. During June-July 2023, 319 students participated (74.3% increase from summer 2022). To encourage and incentivize student attendance, DVR also offered opportunities for paid in-school work experiences.  
  
Build Family – School Relationships  
SSG Parent Navigators continued work to build collaborative relationships between families and schools by offering support in one-on-one or group settings. During the reporting period, parent navigators provided 59 parent trainings statewide. SSG continued to highlight the importance of supporting families and students to improve graduation and post-secondary outcomes. SSG hosted a 5-part transition series, 27 parents and professionals attended sessions. Sessions included Navigating Secondary Transition and Understanding the Process, Assistive Technology, ENABLE- Special Needs Planning, Transition Age Youth and Benefits, and Living the Vision / Changing the Way We Think About Risk. The annual parent conference, continued to highlight secondary transition and included 82 attendees. Additionally, SSG continued to serve as the head of the School Workgroup for the Shared Vision Project, charged with envisioning a system that supports students with disabilities. The workgroup finalized and began disseminating a poster design to encourage students with disabilities to dream about what they want to be when they grow up.   
  
SSG continues to engage in strategic initiatives and resource development to connect with more Alaska Native families and develop relationships. During the reporting period SSG sent parent navigators to the Bethel region to strengthen relationships with tribal leaders and school administrators in 4 remote villages. Through SSG’s partnership with the Southcentral Foundation (SCF) project, SSG serves in a pivotal role to empower Alaska Native parents and provide onsite support during medical appointments as well as ongoing follow-up services to ensure that families are connected to local services in their home communities, receive referrals, and appropriate special education services at school. During this reporting period, SSG served 33 Alaska Native families.   
  
Alaska DEED continued to collect and monitor responses related to six transition questions included in its Indicator 8 survey (9.6% identified as Alaska Native):  
1) It is important to me that my child receives a high school diploma/graduate from high school. (All: 22-23: 79.1% of parents agree; AK: 22-23: 87.8% of parents agree)  
2) My child’s IEP team talks about possible employment or careers after high school. (All: 22-23: 43.6% of parents agree; AK: 22-23: 46.3% of parents agree)  
3) My child’s IEP team talks about possible employment training and/or college after high school. (All: 22-23: 41.7% of parents agree; AK: 22-23: 43.9% of parents agree  
4) I have talked with my child about possible employment or careers after high school. (All: 22-23: 66.7% of parents agree; AK: 22-23: 68.3% of parents agree)  
5) I have talked with my child about possible employment training and/or college after high school. (All: 22-23: 67.9% of parents agree; AK: 22-23: 70.7% of parents agree)  
6) I expect that my child will participate in subsistence activities during their adult life. (All: 22-23: 42.3% of parents agree; AK: 22-23: 53.7% of parents agree)  
  
The data collected will be used to inform future training and resource offerings. Alaska DEED and AITC stakeholders have worked to better understand percent change in parent responses.   
  
Culturally Responsive Programs   
Recognizing the unique needs of Alaska Native students with disabilities, resources on evidence-based practices are the foundation for systems improvement efforts to target this subgroup of students. Over 3 years, the AITC made available nine Alaska Traditional Transition Skills curriculums to educators, developed by the Special Education Service Agency (SESA), the purpose of the project was to to improve the quality of life, connection to local community, and increase work related skills for teens and young adults with disabilities who live in rural Alaska. By leveraging other infrastructure improvement strategies, the AITC is working to scale-up dissemination and implementation across the state through the use of the Transition Alaska platform and statewide trainings.   
  
The ACTE and AITC continue to strengthen partnerships and shared goals. Leveraging resources through ACTE, AITC stakeholders scaled up activities related to collaborative culturally connected careers and technical education in Southeastern Alaska. The goal of the project is to increase understanding and adoption of best practices for career and technical education through the incorporation of culturally responsive programming. This project now includes 3 programs across 6 districts.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

Virtual Access to Trainings and Resources (Professional Development and/or Technical Assistance)  
Alaska DEED in collaboration with AITC partners, continue to track and assess the utility and relevance of technological platforms and resources. AITC members track participation in virtual trainings, as well as the number of accounts for parents, students, and educators and number of resources made available through the Transition Alaska website. The website is viewed as an important mechanism for sustaining improvement and scale-up efforts.   
  
Improve Alaska DEED Capacity (Governance; Professional Development and/or Technical Assistance)  
Alaska DEED staff continue to successfully facilitate trainings as part of formal technical assistance for educators. These trainings were formerly conducted by NTACT as part of the Statewide Secondary Transition Training. Alaska DEED staff continue to identify and incorporate NTACT developed evidence-based practices into trainings and make them available for wider dissemination. Three key resources that continue to be a cornerstone in trainings include Transition Assessment, Transition Planning Process, and Transition Assessment Toolkit.  
  
Activities enable staff to create infrastructure and systems that sustain improvement efforts through the meaningful participation of DEED and coordination of the AITC as its facilitator, organizer, and coordinator of activities. Through its leadership and collaboration with partners, it has been able to identify evidence-based strategies that are responsive to the needs of educators across the state and increase access through its statewide transition trainings and Transition Alaska online repository of resources.  
  
Improve School Capacity (Professional Development and/or Technical Assistance and Quality Standards)  
Short-term outcomes included the development of additional transitional training opportunities to contribute to continuous learning and the dissemination of evidence-based practices. The AITC hosted a yearlong transition training series that consisted of 6 webinars during the 2022-2023 school year, 55 educators across 19 districts and 1 service agency attended one or more sessions. It also continued to host an Introduction to Transition Training during September (17 educators, 12 districts and 1 service agency). In Fall 2023, the AITC facilitated its fourth Statewide Secondary Transition Training for 90 educators, across 32 school districts and organizations. Content and format continue to be well received from participants as demonstrated through survey results.   
  
The 2023 Alaska Statewide Special Education Conference (ASSEC) was held in person. AITC members facilitated 6 sessions focused on graduation and secondary transition including: Secondary Transition Planning A through IEP - Part 1, Secondary Transition Planning A through IEP - Part 2, DVR's Pre-Employment Transition Services- Implementing transition activities that prepare students to move from school to work, College & Career Education Foundations - For Our Youngest Learners into High School, Everyone can work with the right support - Helping students understand accommodations they will need for success in postsecondary education and employment, and Meaningful Transition in Rural Alaska. AITC members also use the conference to disseminate information about services and resources available through the AITC and their organizations.  
  
The AITC continues to use its quarterly newsletter as a vehicle for disseminating information on evidence-based practices and training and professional development opportunities.   
  
Provide Opportunities for Students (Fiscal and Governance)  
AITC partners apply for and use SEA funds to provide opportunities for students to participate in activities grounded in evidence-based practices and curricula including ATOP Transition Camps, JOBZ Club, S’Cool Store, Pathways, Summer Work, and In-School Work programs.   
  
As part of participation in ATOP Transition Camps, SERRC implements the collection of pre and post assessment evaluations to demonstrate the value and impact it has on students. Pre and post assessment results are included below as percent change:  
I have some ideas about what I want to do for work after high school. (18% increase)  
I know where to go to get the training for the job I want. (47% increase)   
I know about educational and/or training opportunities available to me. (59% increase)  
I understand the skills that are needed to get hired. (33% increase)   
I know about how my community can support me in achieving my goals. (46% increase)  
  
Summer Work programs continued to provide students access to work experience (2023: 319; 107 Alaska Native). Each student who participated was placed in a job with a local employer. In 2023, the number of local individual employers totaled 70 compared to 55 in 2022.   
  
Through the ACTE’s Alaska Education Exchange, a repository for content, DEED was able to make available 44,367 resources, 5,125 lesson plans, 45 categorized under a disability category and 74 under special education. The platform currently has 529 users, a 140% increase from FFY 2021. Providing opportunities for students to receive appropriate instruction and interventions is in direct support of achieving the SiMR. Availability of these opportunities free of charge across the state contributes to widespread adoption, scale-up, and participation.  
  
Collaborate to Build Family – School Relationships (Governance and Professional Development and/or Technical Assistance)  
Increasing knowledge, access, and the capacity of parents allows them to serve as advocates and act as supports to ensure that students receive appropriate instruction, services, and interventions to develop the skills necessary to successfully graduate from high school. Networks of parents, community organizations, and stakeholders create sustainable systems for improvement efforts and wider dissemination and support which contribute to achieving the SiMR. Virtual methods for building community connections, family engagement, and conducting parent trainings have continued to result in increased statewide outreach and more equitable participation. In response, SSG has been able to develop more targeted trainings regardless of parent geographic location and unrestricted by budget restraints.   
  
As part of collaborative efforts, the following data were reported from July 1, 2022-June 30, 2023. 220 hours: SSG parent navigators provided information and support to families directly related to special education services; 173 families: unique families receiving special education navigation support; and 5 in-person outreach activities specifically related to events focused on secondary transition. SSG was also able to disseminate its Shared Vision poster: 223 posters to elementary schools, 148 posters for secondary schools to 16 school districts across the state.   
  
Culturally Responsive Programs (Professional Development and/or Technical Assistance and Quality Standards)  
Collaborative, Culturally Connected CTE in Southeast Alaska launched 3 different models across 6 school districts. These programs range from quarterly, 1 week, and 2 week onsite programs to engage in different CTE activities grounded in culturally responsive and technology curriculum.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Each of the infrastructure improvement strategies included in this report will continue in Phase IV, year 8 of SSIP implementation.   
  
Improve Alaska DEED Capacity  
Due to staff turnover of its prior SSIP coordinator, Alaska DEED staff is developing a professional development plan to increase its internal capacity to sustain leadership of AITC activities and apply learnings from professional development activities. The current SSIP coordinator was hired in August 2023. Planned activities include:  
• Participation in technical assistance calls with NTACT, NCSI, and IDC.  
• Familiarization of new staff with AITC activities, state data and collection mechanisms, as well as an analysis of data gaps.  
  
Improve School Capacity  
Due to continued positive feedback and participation, the AITC plans to continue to conduct virtual statewide secondary trainings for educators to increase capacity and facilitate the implementation of evidence-based practices including the Secondary Transition Statewide Training, Yearlong Secondary Transition Training Series, and Introduction to Secondary Transition Training. AITC stakeholders will continue to present during the ASSEC to circulate evidence-based practices, priorities, and opportunities to educators across the state in February 2024.   
  
The AITC will continue to use Transition Alaska as a resource hub for educators, parents, and students to disseminate resources and information about AITC opportunities. Quarterly newsletters will also continually inform special education personnel about evidence-based practices, opportunities, and the state’s progress in implementing the SSIP.  
  
Provide Services and Opportunities for Students   
DVR and SERRC will continue to offer Pathways, JOBZ Club, S’Cool Store, ATOP Transition Camps, Industry-Specific Transition Camps, summer work, and in-school work opportunities statewide to improve attendance rates, graduation rates, and post-secondary outcomes. Implementation of additional in-school work opportunities in more locations across the state is a current priority to better understand its impact on absenteeism. AITC partners have expanded Pathways participation to middle school students to determine any positive correlation between engagement in the curriculum at a younger age and graduation rates.  
  
Collaboration between the ACTE and AITC will continue to ensure the coordination of resources accessible on Transition Alaska and Alaska Education Exchange.   
  
Collaborate to Build Family – School Relationships  
Alaska DEED will continue to track APR Parent Involvement (Indicator 8) survey results related to 6 transition questions and bring the results back to the AITC to better understand and address the needs of parents through SSG’s Parent Navigators located statewide. Alaska DEED staff will continue to disaggregate parent response data for Alaska Native parents and compare responses to all parents to determine if data are comparable between the two groups and opportunities to improve services to parents who identify as Alaska Native. This data will also be used to inform SSG’s parent trainings, sessions at the Annual Parent Conference, and future lecture series. SSG is preparing to launch a new website to make the site more user-friendly and accessible to community partners and allow for broader dissemination of content for parents. SSG is also targeting parent and community relations through participation in key in-person events across the state including the Key Campaign and PEER Power.  
  
Culturally Responsive Programs   
The AITC will continue to encourage the use of virtual platforms to ensure the equitable access of training and resources targeting the dissemination of culturally responsive curriculum. DVR will launch a new curriculum, Be a Strong Advocate, and pay school administrators stipends for their participation. The new curriculum was developed with TVR and teacher input to ensure it is culturally responsive and meets student needs. Ensuring student access to culturally responsive CTE continues to be a priority of the ACTE. Upcoming activities include piloting additional Collaborative, Culturally Connected CTE in the Northern Southeastern and Southern

**List the selected evidence-based practices implement in the reporting period:**

A hallmark of Alaska’s SSIP is the Theory of Action demonstrating Alaska’s commitment to its stakeholders to advise LEAs on evidence-based strategies for improvement.  
  
The AITC provided training and access to evidence-based practices for:  
1. developing compliant IEPs, transition planning, transition assessments, and accessing community and agency resources;  
2. implementing curricula for job and independent skills in high school and opportunities for work experience;  
3. engaging parents in local communities across the state;  
4. authentically engaging stakeholders; and  
5. incorporating culturally relevant programming to target outcomes for Alaska Native students.

**Provide a summary of each evidence-based practices.**

The AITC provides educators training on evidence-based practices related to developing compliant IEPs, transition planning, conducting transition assessments, accessing community and agency resources, and teaching and developing skills for secondary transition that also ensure cultural relevancy for Alaska Natives. This includes the incorporation of self- determination and self-advocacy principals to become active participants in their IEP meetings. Currently, the AITC makes 8 NTACT-developed evidence-based practices available to school staff (Transition Gradebook, Core Data Tools for Dropout Prevention, Literature Map of Dropout Prevention Interventions for Students with Disabilities, Risk Calculator Tool to Assess & Address Dropout, Pre-Employment Transition Services checklist, Identifying Secondary Transition Assessments, State Toolkit for Examining Post-School Success, Secondary Transition Evaluation Toolkit). These trainings and resources improve student support and relevancy for students to achieve higher graduation rates.   
  
The AITC provides opportunities for schools across the state to utilize evidence-based curricula for job and independent skills in high school and opportunities for work experience through Pathways, JOBZ Club, S’Cool Store, ATOP Transition camps, and summer and in-school work experiences. Pathways includes short-term projects that bridge the gap between Special Education and Career and Technical Education (CTE). JOBZ Club is an after-school activity that introduces students to work readiness skills, work experiences, and other work-based learning opportunities and includes modules to help students gain soft skills (communication, teamwork, problem-solving, attitude, and professionalism). S’Cool Store includes five modules to introduce students to small business concepts as they work through setting a goal, developing a business plan, and putting the plan into action where students create a “Pop Up” business. ATOP Transition Camps include focused exploration that allows students in grades 8 to 12 the opportunity to explore options for life after high school. Summer and in-school work experiences provide hands-on work experiences at local businesses.   
  
Family to Family Support is an evidence-based practice used for engaging parents. Family to Family Support is used to assist families by matching them with a unique source of expertise: other families who have children with similar needs, concerns, and challenges. Engaging parents in local communities is a key lever to support the successful matriculation of students from high school to promote customized employment opportunities based on unique context and access. Through the use of virtual services, SSG continues to increase its outreach efforts.   
  
Alaska DEED is committed to authentically engaging stakeholders to improve graduation rates for students with disabilities. Alaska DEED staff continue to refine engagement strategies from the Leading by Convening framework to best meet the needs of all stakeholders involved in this important work to maximize collaboration and improve efforts.  
  
Increasing graduation rates and post school outcomes for Alaska Native students across the state, and specifically in rural areas, is a priority across all of the Departments within Alaska DEED and AITC stakeholders. Through access to culturally responsive resources and materials, stakeholders aim to improve the quality of life, connection to local community, and increase work-related skills for teens and young adults with disabilities who live in Alaska. Providing tools and resources to incorporate traditional values and knowledge into IEPs and Transition Plans will develop multiple types of knowledge, skills, attitudes, and behaviors important to life success.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.**

All evidence-based practices, activities and strategies are directly aligned with strategic priorities as included within the theory of action. These priorities were identified in support of attaining long-term outcomes specifically, increasing capacity of Alaska DEED staff to support schools, building and strengthening relationships between schools and communities, training school leaders to implement strategies with fidelity, and ensuring students receive appropriate instruction and interventions. As explained in the theory of action, key levers to meet targets include the implementation of evidence-based strategies to improve state infrastructure, school capacity, student instruction and interventions, and community involvement and integration with the ultimate goal of increasing graduation rates for students with disabilities.  
  
Providing training on evidence-based practices that ensure the development of compliant IEPs, implementation of transition planning and transition assessments, and accessing community and agency resources directly supports training school leaders to implement strategies and ensure that students receive appropriate instruction and interventions that contribute to the completion of high school.   
  
Similarly, providing access to financial incentives for schools to implement evidence-based curricula for job and independent skills in high school and opportunities for work experience promotes the exploration and use of appropriate instructions and interventions in support of improving graduation rates and post school outcomes.   
  
Disseminating evidence-based culturally relevant programming to target outcomes for Alaska Native students ensures that students receive appropriate and individualized instructions and interventions in support of improving graduation rates and post school outcomes.   
  
Engaging parents in local communities across the state and authentically engaging stakeholders contributes to building and strengthening relationships between schools and communities. Additionally, these activities help to disseminate resources, information and the development of a shared mission and vision.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

Alaska DEED collects data and assesses how practices have changed for teachers that participate in its Statewide Secondary Transition Trainings. Mainly this data is self-reported by educators and collected through the use of surveys following trainings to determine which evidence-based practices are currently in use at the specific district. Due to limited resources available and the significant geographic areas between the schools across the state, Alaska DEED is reviewing graduation rates and secondary transition data each year to explore potential correlations between districts with higher rates of participation in Statewide Secondary Transition Trainings and improved graduation rates and compliance with secondary transition requirements.   
  
Alaska collects Indicator 13 monitoring data from each district each year. Districts report on whether IEPs include all of the required elements. Alaska DEED monitors fidelity of implementation through a sampling of records during onsite and virtual monitoring and by making findings when there is noncompliance that requires correction. The number of files selected for monitoring is based on the size of the district and are representative of the district, based on the school, student age, and disability category. Alaska DEED further reinforces the connection between the SSIP and its monitoring work by requesting districts below a specific level of compliance for Indicator 13 to participate in the online AITC training.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

As included above, Alaska DEED reviews the following additional data to support its decision to continue the ongoing use of each evidence-based practice:  
1. Educator participation and evaluation data of training opportunities;  
2. Download data of evidence-based resources for developing compliant IEPs, transition planning, and transition assessments;  
3. Student participation and evaluation data in educational activities; and  
4. Parent training data including the number of one-on-one and group events offered.

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

The AITC plans to continue training on the implementation of evidence-based practices and further refine the Transition Alaska repository. The AITC plans to focus on access and distribution through partnerships of AITC members and other stakeholders to ensure that more educators, both special education and general education, are aware of resources and training opportunities. This will include an emphasis on the dissemination of cultural relevant programming. Anticipated outcomes include increasing the use of evidence-based practices statewide and improved implementation and fidelity.   
  
The AITC will continue to provide opportunities for schools across the state to utilize evidence-based curricula for job and independent skills in high school and opportunities for work experience through: Pathways, JOBZ Club, S’Cool Store, ATOP Transition Camps, and summer and in-school work experiences in support of improving graduation rates and post school outcomes.  
  
The AITC will also continue engaging parents using Family to Family Support to provide individualized assistance and build deeper community ties and applying the Leading by Convening framework to authentically engage stakeholders and widen its stakeholder base.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

NO

**If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.**

Alaska DEED is exploring changing its SIMR due to the prioritization of early literacy in the state and the focus of the state's recently awarded SPDG on early literacy. Alaska DEED is exploring the implications of this potential change and will work with its stakeholders to make changes to the SIMR, activities, strategies, and timelines. Confirmed changes will be reported in the FFY 2023 APR.

**Section C: Stakeholder Engagement**

Description of Stakeholder Input

Alaska DEED's State Performance Plan and Annual Performance Report (SPP/APR) is the result of ongoing efforts made by Alaska DEED staff, special education stakeholders including parents and students, and district and school staff that provide services to students with disabilities. Alaska DEED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities throughout the year.  
   
Alaska DEED presents the SPP/APR data to a broad stakeholder group each year to solicit feedback and develop, review and revise procedures, targets and strategies as needed. Alaska also receives ongoing input on the State's Systemic Improvement Plan (SSIP) through the monthly meetings of the Alaska Interagency Transition Council (AITC). Based on SPP/APR and SSIP data, DEED and its partners select focus areas for additional statewide activities throughout the year. These focus areas can be used to prioritize topics for parent training supported by Stone Soup Group as Alaska has found that parents prefer to work with a smaller set of indicators to better understand them.   
  
The complete SPP/APR is reviewed at least annually by the Education Committee of the Governor’s Council on Disabilities and Special Education, Alaska DEED's Special Education Advisory Panel. Alaska DEED also presented the data to its district special education directors at annual meetings. For the FFY 2022 APR, stakeholders engaged with Alaska DEED in data analysis, evaluating progress, and exploring ways to support implementation. No targets were newly established or revised for this SPP/APR.

**Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

Alaska relies heavily on and greatly appreciates the role key stakeholders in implementing and evaluating the SSIP. Many of the activities documented in this report were implemented by AITC members as Alaska DEED has had to depend on stakeholders to participate in more significant ways due to budget cuts, accessibility to locations in rural Alaska, and availability to be onsite. Alaska DEED, with DVR, invites stakeholder participation in the AITC based on the perspectives needed for the development, implementation, and evaluation of the SSIP. Membership of the AITC includes representation from two Alaska School Districts and seven state and tribal agencies: Alaska DEED Special Education staff, Alaska Department of Labor and Workforce Services, Alaska Department of Vocational Rehabilitation, Tribal Vocational Rehabilitation, Southeast Regional Resource Center (SERRC), Alaska Career and Technical Education (ACTE) and Stone Soup Group (SSG). During monthly AITC meetings, members present evaluation data, newly developed resources and upcoming events, share problems of practice and resources, and engage in collective problem solving.  
  
The AITC sends out quarterly newsletters to continually inform stakeholders about the state’s progress in implementing the SSIP. AITC participants evaluate the implementation of the SSIP and all statewide activities intended to assist students with disabilities graduate and effectively transition from high school to post school life.   
  
SSG is Alaska’s designated State and Federal Parent Training and Information Center. Parent Navigators work to build collaborative relationships between families and schools by offering support one-on-one or in group settings. Services are offered throughout the state to both families and professionals within the community. Currently, SSG has 7 Parent Navigators throughout the state and 5 Developmental Disabilities Resource Connection (DDRC) Navigators serving Anchorage and the Matsu Area. Navigators offer individualized support to their respective region since each district, and in some cases, schools and campuses have different policies that are critical for parents to understand to effectively navigate. Given the continued popularity and preference of virtual platforms, they serve a range of parents across the states. A primary function of Parent Navigators is doing IEP accompaniments, both virtually and in person.  
  
In addition, Alaska informs a broader stakeholder group about the SSIP. Information is provided to stakeholders through the Alaska Statewide Special Education Conference (ASSEC) presentations. Stakeholders use the opportunity to present to teachers about resources available in their community as well as the importance of planning for transition. Additionally, meetings are held with the Special Education Advisory Panel (SEAP) to solicit input and feedback on SSIP targets and activities. Stakeholders unable to attend meetings are able to provide input through surveys or through individual meetings.  
  
As described above, all key decision-making regarding the implementation of the SSIP for student, school, and community level activities such as extending timelines occurs with input from the AITC stakeholders.

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

NO

**Additional Implementation Activities**

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

All activities have been described above and are dependent on stakeholder engagement from various stakeholders.

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

All activities have been described above and are dependent on stakeholder engagement from various stakeholders.

**Describe any newly identified barriers and include steps to address these barriers.**

All barriers have been described above and include barriers related to stakeholder engagement.

**Provide additional information about this indicator (optional).**

## 17 - Prior FFY Required Actions

None

## 17 - OSEP Response

## 17 - Required Actions

# Certification

**Instructions**

**Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.**

**Certify**

**I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.**

**Select the certifier’s role:**

Designated by the Chief State School Officer to certify

**Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.**

**Name:**

Donald E. Enoch Jr.

**Title:**

State Special Education Administrator

**Email:**

donald.enoch@alaska.gov

**Phone:**

907 465-2972

**Submitted on:**

04/25/24 6:30:00 PM

# Determination Enclosures

## RDA Matrix

Alaska

2024 Part B Results-Driven Accountability Matrix

**Results-Driven Accountability Percentage and Determination** (1)

| **Percentage (%)** | **Determination** |
| --- | --- |
| 67.22% | Needs Assistance |

**Results and Compliance Overall Scoring**

| **Section** | **Total Points Available** | **Points Earned** | **Score (%)** |
| --- | --- | --- | --- |
| **Results** | 20 | 8 | 40.00% |
| **Compliance** | 18 | 17 | 94.44% |

**(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2024: Part B."**

**2024 Part B Results Matrix**

**Reading Assessment Elements**

| **Reading Assessment Elements** | **Grade** | **Performance (%)** | **Score** |
| --- | --- | --- | --- |
| **Percentage of Children with Disabilities Participating in Statewide Assessment** (2) | Grade 4 | Data Not Reported | 0 |
| **Percentage of Children with Disabilities Participating in Statewide Assessment** | Grade 8 | Data Not Reported | 0 |
| **Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress** | Grade 4 | 17% | 0 |
| **Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress** | Grade 4 | 96% | 1 |
| **Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress** | Grade 8 | 32% | 2 |
| **Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress** | Grade 8 | 97% | 1 |

**Math Assessment Elements**

| **Math Assessment Elements** | **Grade** | **Performance (%)** | **Score** |
| --- | --- | --- | --- |
| **Percentage of Children with Disabilities Participating in Statewide Assessment** | Grade 4 | Data Not Reported | 0 |
| **Percentage of Children with Disabilities Participating in Statewide Assessment** | Grade 8 | Data Not Reported | 0 |
| **Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress** | Grade 4 | 33% | 0 |
| **Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress** | Grade 4 | 95% | 1 |
| **Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress** | Grade 8 | 27% | 2 |
| **Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress** | Grade 8 | 93% | 1 |

**(2) Statewide assessments include the regular assessment and the alternate assessment.**

**Exiting Data Elements**

| **Exiting Data Elements** | **Performance (%)** | **Score** |
| --- | --- | --- |
| **Percentage of Children with Disabilities who Dropped Out** | 27 | 0 |
| **Percentage of Children with Disabilities who Graduated with a Regular High School Diploma\*\*** | 64 | 0 |

\*\*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. §300.102(a)(3)(iv), in effect June 30, 2017, “the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.”

**2024 Part B Compliance Matrix**

| **Part B Compliance Indicator** (3) | **Performance (%)** | **Full Correction of Findings of Noncompliance Identified in FFY 2021** (4) | **Score** |
| --- | --- | --- | --- |
| **Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.** | 0.00% | N/A | 2 |
| **Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.** | 0.00% | N/A | 2 |
| **Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.** | 0.00% | N/A | 2 |
| **Indicator 11: Timely initial evaluation** | 96.63% | YES | 2 |
| **Indicator 12: IEP developed and implemented by third birthday** | 97.67% | YES | 2 |
| **Indicator 13: Secondary transition** | 96.32% | YES | 2 |
| **Timely and Accurate State-Reported Data** | 89.42% |  | 1 |
| **Timely State Complaint Decisions** | 100.00% |  | 2 |
| **Timely Due Process Hearing Decisions** | N/A |  | N/A |
| **Longstanding Noncompliance** |  |  | 2 |
| **Programmatic Specific Conditions** | None |  |  |
| **Uncorrected identified noncompliance** | None |  |  |

**(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:** [**https://sites.ed.gov/idea/files/2024\_Part-B\_SPP-APR\_Measurement\_Table.pdf**](https://sites.ed.gov/idea/files/2024_Part-B_SPP-APR_Measurement_Table.pdf)

**(4) This column reflects full correction, which is factored into the scoring only when the compliance data are >=5% and <10% for Indicators 4B, 9, and 10, and >=90% and <95% for Indicators 11, 12, and 13.**

## Data Rubric

**Alaska**

**FFY 2022 APR** (1)

**Part B Timely and Accurate Data -- SPP/APR Data**

|  |  |  |
| --- | --- | --- |
| **APR Indicator** | **Valid and Reliable** | **Total** |
| **1** | 1 | 1 |
| **2** | 1 | 1 |
| **3A** | 0 | 0 |
| **3B** | 0 | 0 |
| **3C** | 0 | 0 |
| **3D** | 0 | 0 |
| **4A** | 1 | 1 |
| **4B** | 1 | 1 |
| **5** | 1 | 1 |
| **6** | 1 | 1 |
| **7** | 1 | 1 |
| **8** | 1 | 1 |
| **9** | 1 | 1 |
| **10** | 1 | 1 |
| **11** | 1 | 1 |
| **12** | 1 | 1 |
| **13** | 1 | 1 |
| **14** | 1 | 1 |
| **15** | 1 | 1 |
| **16** | 1 | 1 |
| **17** | 1 | 1 |

**APR Score Calculation**

|  |  |
| --- | --- |
| **Subtotal** | 17 |
| **Timely Submission Points** - If the FFY 2022 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) = | 22 |

**(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.**

**618 Data** (2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table** | **Timely** | **Complete Data** | **Passed Edit Check** | **Total** |
| **Child Count/**  **Ed Envs**  **Due Date: 8/30/23** | 1 | 1 | 1 | 3 |
| **Personnel Due Date: 2/21/24** | 1 | 1 | 1 | 3 |
| **Exiting Due Date: 2/21/24** | 1 | 1 | 1 | 3 |
| **Discipline Due Date: 2/21/24** | 1 | 1 | 1 | 3 |
| **State Assessment Due Date: 1/10/24** | 0 | N/A | N/A | 0 |
| **Dispute Resolution Due Date: 11/15/23** | 1 | 1 | 1 | 3 |
| **MOE/CEIS Due Date: 5/3/23** | 1 | 1 | 1 | 3 |

**618 Score Calculation**

|  |  |
| --- | --- |
| **Subtotal** | 18 |
| **Grand Total** (Subtotal X 1.23809524) = | 22.29 |

**(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a ‘0’. An N/A does not negatively affect a State's score; this is because 1.23809524 points is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.**

**Indicator Calculation**

|  |  |
| --- | --- |
| A. APR Grand Total | 22 |
| B. 618 Grand Total | 22.29 |
| C. APR Grand Total (A) + 618 Grand Total (B) = | 44.29 |
| Total N/A Points in APR Data Table Subtracted from Denominator | 0 |
| Total N/A Points in 618 Data Table Subtracted from Denominator | 2.48 |
| **Denominator** | 49.52 |
| D. Subtotal (C divided by Denominator) (3) = | 0.8942 |
| E. Indicator Score (Subtotal D x 100) = | 89.42 |

**(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.23809524.**

**APR and 618 -Timely and Accurate State Reported Data**

**DATE: February 2024 Submission**

**SPP/APR Data**

**1) Valid and Reliable Data** - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

**Part B 618 Data**

**1) Timely** – A State will receive one point if it submits all ED*Facts* files or the entire E*MAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described the table below).

|  |  |  |
| --- | --- | --- |
| **618 Data Collection** | **ED*Facts* Files/ E*MAPS* Survey** | **Due Date** |
| Part B Child Count and Educational Environments | C002 & C089 | 8/30/2023 |
| Part B Personnel | C070, C099, C112 | 2/21/2024 |
| Part B Exiting | C009 | 2/21/2024 |
| Part B Discipline | C005, C006, C007, C088, C143, C144 | 2/21/2024 |
| Part B Assessment | C175, C178, C185, C188 | 1/10/2024 |
| Part B Dispute Resolution | Part B Dispute Resolution Survey in E*MAPS* | 11/15/2023 |
| Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services | Part B MOE Reduction and CEIS Survey in E*MAPS* | 5/3/2023 |

**2) Complete Data** – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data submitted to ED*Facts* aligns with the metadata survey responses provided by the state in the State Supplemental Survey IDEA (SSS IDEA) and Assessment Metadata survey in E*MAPS*. State-level data include data from all districts or agencies.

**3) Passed Edit Check –** A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection

## Dispute Resolution

**IDEA Part B**

**Alaska**

**School Year: 2022-23**

A zero count should be used when there were no events or occurrences to report in the specific category for the given reporting period. Check “Missing’ if the state did not collect or could not report a count for the specific category. Please provide an explanation for the missing data in the comment box at the top of the page.

**Section A: Written, Signed Complaints**

|  |  |
| --- | --- |
| **(1) Total number of written signed complaints filed.** | 14 |
| * 1. Complaints with reports issued. | 13 |
| * 1. (a) Reports with findings of noncompliance | 9 |
| (1.1) (b) Reports within timelines | 11 |
| * 1. (c) Reports within extended timelines | 2 |
| * 1. Complaints pending. | 0 |
| (1.2) (a) Complaints pending a due process hearing. | 0 |
| * 1. Complaints withdrawn or dismissed. | 1 |

**Section B: Mediation Requests**

|  |  |
| --- | --- |
| **(2) Total number of mediation requests received through all dispute resolution processes.** | 3 |
| (2.1) Mediations held. | 3 |
| (2.1) (a) Mediations held related to due process complaints. | 0 |
| (2.1) (a) (i) Mediation agreements related to due process complaints. | 0 |
| (2.1) (b) Mediations held not related to due process complaints. | 3 |
| (2.1) (b) (i) Mediation agreements not related to due process complaints. | 3 |
| (2.2) Mediations pending. | 0 |
| (2.3) Mediations withdrawn or not held. | 0 |

**Section C: Due Process Complaints**

|  |  |
| --- | --- |
| **(3) Total number of due process complaints filed.** | 4 |
| (3.1) Resolution meetings. | 4 |
| (3.1) (a) Written settlement agreements reached through resolution meetings. | 1 |
| (3.2) Hearings fully adjudicated. | 0 |
| (3.2) (a) Decisions within timeline (include expedited). | 0 |
| (3.2) (b) Decisions within extended timeline. | 0 |
| (3.3) Due process complaints pending. | 1 |
| (3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing). | 3 |

**Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)**

|  |  |
| --- | --- |
| **(4) Total number of expedited due process complaints filed.** | 0 |
| (4.1) Expedited resolution meetings. | 0 |
| (4.1) (a) Expedited written settlement agreements. | 0 |
| (4.2) Expedited hearings fully adjudicated. | 0 |
| (4.2) (a) Change of placement ordered | 0 |
| (4.3) Expedited due process complaints pending. | 0 |
| (4.4) Expedited due process complaints withdrawn or dismissed. | 0 |

**State Comments:**

**Errors:**

Please note that the data entered result in the following relationships which violate edit checks:

State error comments:

This report shows the most recent data that was entered by:

Alaska

These data were extracted on the close date:

11/15/2023

## How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP’s IDEA Website.  How the Department Made Determinations in 2024 will be posted in June 2024. Copy and paste the link below into a browser to view.

[https://sites.ed.gov/idea/how-the-department-made-determinations/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.ed.gov%2Fidea%2Fhow-the-department-made-determinations%2F&data=05%7C01%7Cdan.royal%40aemcorp.com%7C56561a053eed4e4dffea08db4cd0ea7f%7C7a41925ef6974f7cbec30470887ac752%7C0%7C0%7C638188232405320922%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=REJfNg%2BRs0Gk73rS2KzO2SIVRCUhHLglGd6vbm9wEwc%3D&reserved=0)

## Final Determination Letter

June 21, 2024

Honorable Deena Bishop

Commissioner

Alaska Department of Education and Early Development

P.O. Box 110500

Juneau, AK 99811

Dear Commissioner Bishop :

I am writing to advise you of the U.S. Department of Education’s (Department) 2024 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Alaska needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Alaska's data and information, including the Federal fiscal year (FFY) 2022 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Alaska's 2024 determination is based on the data reflected in its “2024 Part B Results-Driven Accountability Matrix” (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

1. a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
2. a Results Matrix that includes scoring on Results Elements;
3. a Compliance Score and a Results Score;
4. an RDA Percentage based on both the Compliance Score and the Results Score; and
5. the State’s or Entity’s Determination.

The RDA Matrix is further explained in a document, entitled “[How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2024: Part B](https://sites.ed.gov/idea/how-the-department-made-determinations/)” (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2024, as it did for Part B determinations in 2014-2023. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Alaska).

In making Part B determinations in 2024, OSEP continued to use results data related to:

1. the participation and performance of CWD on the most recently administered (school year 2021-2022) National Assessment of Educational Progress (NAEP), as applicable (For the 2024 determinations, OSEP using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico’s 2024 determination as it did for Puerto Rico’s 2023 determination. OSEP did not use NAEP data in making the BIE’s 2024 determination because the NAEP data available for the BIE were not comparable to the NAEP data available for the 50 States, the District of Columbia, and Puerto Rico; specifically, the most recently administered NAEP for the BIE is 2019, whereas the most recently administered NAEP for the 50 States, the District of Columbia, and Puerto Rico is 2022.)
2. the percentage of CWD who graduated with a regular high school diploma; and
3. the percentage of CWD who dropped out.

For the 2024 IDEA Part B determinations, OSEP also considered participation of CWD on Statewide assessments (which include the regular assessment and the alternate assessment). While the participation rates of CWD on Statewide assessments were a factor in each State or Entity’s 2024 Part B Results Matrix, no State or Entity received a Needs Intervention determination in 2024 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2025 determinations.

You may access the results of OSEP’s review of Alaska's SPP/APR and other relevant data by accessing the E*MAPS* SPP/APR reporting tool using your Alaska-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Alaska's SPP/APR on the site, you will find, in applicable Indicators 1 through 17, the OSEP Response to the indicator and any actions that Alaska is required to take. The actions that Alaska is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find the following important documents in the Determinations Enclosures section:

1. Alaska's RDA Matrix;
2. the HTDMD [link](https://sites.ed.gov/idea/how-the-department-made-determinations/);
3. “2024 Data Rubric Part B,” which shows how OSEP calculated Alaska's “Timely and Accurate State-Reported Data” score in the Compliance Matrix; and
4. “Dispute Resolution 2022-2023,” which includes the IDEA Section 618 data that OSEP used to calculate the Alaska's “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, Alaska's 2024 determination is Needs Assistance. A State’s or Entity’s 2024 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State or Entity’s determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State’s or Entity’s last three IDEA Part B grant awards (for FFYs 2021, 2022, and 2023), and those Specific Conditions are in effect at the time of the 2024 determination.

Alaska's determination for 2023 was also Needs Assistance. In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. §300.604(a), if a State or Entity is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

1. advise the State or Entity of available sources of technical assistance that may help the State or Entity address the areas in which the State or Entity needs assistance and require the State or Entity to work with appropriate entities;
2. direct the use of State-level funds on the area or areas in which the State or Entity needs assistance; or
3. identify the State or Entity as a high-risk grantee and impose Specific Conditions on the State’s or Entity’s IDEA Part B grant award.

Pursuant to these requirements, the Secretary is advising Alaska of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following websites: [Monitoring and State Improvement Planning (MSIP) | OSEP Ideas That Work](https://osepideasthatwork.org/resources-grantees/program-areas/monitoring-and-state-improvement-planning-msip?tab=pa-resources), [Individuals with Disabilities Education Act (IDEA) Topic Areas](https://sites.ed.gov/idea/topic-areas/), and requiring Alaska to work with appropriate entities. In addition, Alaska should consider accessing technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link: <https://compcenternetwork.org/states>. The Secretary directs Alaska to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage Alaska to access technical assistance related to those results elements and compliance indicators for which it received a score of zero. Alaska must report with its FFY 2023 SPP/APR submission, due February 1, 2025, on:

1. the technical assistance sources from which Alaska received assistance; and
2. the actions Alaska took as a result of that technical assistance.

As required by IDEA Section 616(e)(7) and 34 C.F.R. §300.606, Alaska must notify the public that the Secretary of Education has taken the above enforcement actions, including, at a minimum, by posting a public notice on its website and distributing the notice to the media and through public agencies.

IDEA determinations provide an opportunity for all stakeholders to examine State data as that data relate to improving outcomes for infants, toddlers, children, and youth with disabilities. The Department encourages stakeholders to review State SPP/APR data and other available data as part of the focus on improving equitable outcomes for infants, toddlers, children, and youth with disabilities. Key areas the Department encourages State and local personnel to review are access to high-quality intervention and instruction; effective implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs), using data to drive decision-making, supporting strong relationship building with families, and actively addressing educator and other personnel shortages.

For 2025 and beyond, the Department is considering three criteria related to IDEA Part B determinations as part of the Department’s continued efforts to incorporate equity and improve results for CWD. First, the Department is considering as a factor OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). This factor would be reflected in the determination for each State and Entity through the “longstanding noncompliance” section of the Compliance Matrix beginning with the 2025 determinations. In implementing this factor, the Department is also considering beginning in 2025 whether a State or Entity that would otherwise receive a score of Meets Requirements would not be able to receive a determination of Meets Requirements if the State or Entity had OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). Second, the Department is considering as potential additional factors the improvement in proficiency rates of CWD on Statewide assessments. Third, the Department is considering whether and how to continue including in its determinations criteria the participation and proficiency of CWD on the NAEP.

For the FFY 2023 SPP/APR submission due on February 1, 2025, OSEP is providing the following information about the IDEA Section 618 data. The 2023-24 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2023 SPP/APR and the 2025 IDEA Part B Results Matrix and States and Entities will not be able to resubmit their IDEA Section 618 data after the due date. The 2023-24 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the EDPass or EMAPS system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Alaska must report annually to the public, by posting on the State educational agency’s (SEA’s) website, the performance of each local educational agency (LEA) located in Alaska on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Alaska's submission of its FFY 2022 SPP/APR. In addition, Alaska must:

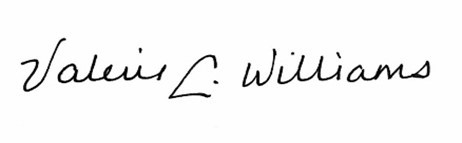
1. review LEA performance against targets in the State’s SPP/APR;
2. determine if each LEA “meets the requirements” of Part B, or “needs assistance,” “needs intervention,” or “needs substantial intervention” in implementing Part B of the IDEA;
3. take appropriate enforcement action; and
4. inform each LEA of its determination.

Further, Alaska must make its SPP/APR available to the public by posting it on the SEA’s website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

1. includes Alaska's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
2. will be accessible to the public via the ed.gov website.

OSEP appreciates Alaska's efforts to improve results for children and youth with disabilities and looks forward to working with Alaska over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



Valerie C. Williams

Director

Office of Special Education Programs

cc: Alaska Director of Special Education