



Annual Report 2005-06
Special Education Advisory Panel

Governor's Council on Disabilities and Special Education

*Providing policy guidance with respect to
special education and related services for
children with disabilities.*

Kathleen Fitzgerald, Chair of Governor's Council on Disabilities and Special Education
Kris Johnston, Chair of Education Committee

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Creating Change That Improves The Lives of People With Disabilities

Message from the Chairs

Summer 2006



Kathleen Fitzgerald, Council Chair



Kris Johnston,
Education Committee Chair

To the Governor, the Commissioner and friends of Education in Alaska:

The State Advisory Panel on Special Education is one of the roles of the Governor's Council on Disabilities and Special Education (the Council) and was established to advise State agencies regarding the education of all eligible children with disabilities. The purpose, activities and recommendations of the Council for the 2005-06 academic year are included in this report.

The Council is composed of individuals who are knowledgeable about the services and supports available to children and families through Alaska's educational system. It is made up of agency leaders, self-advocates, recent graduates, parents of students with disabilities and educators involved in general and special education. This large team of people working with many other stakeholders around the state has addressed issues related to secondary transition, post-school outcomes, early learning guidelines, assessment and many other complex issues. We are pleased to be meaningful partners and advisors with the Alaska Department of Education & Early Development (EED) as well as other agencies.

As the Council and its Education Committee gather around the state, both in rural and urban settings, we meet with State Board of EED members, policymakers, students, families and educators to get a better understanding of strengths and issues in the provision of special education and related services. Council members are actively involved in the Department's improvement processes and initiatives. We look forward to advising the state as it develops regulations to align with the reauthorized IDEA Improvement Act of 2004 and to reach the targets in the State Performance Plan.

Sincerely,

Kathleen Fitzgerald, Council Chair

A handwritten signature in cursive script that reads "Kathleen Fitzgerald".

Kris Johnston, Education Committee Chair

A handwritten signature in cursive script that reads "Kris Johnston".

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Acronyms & Initials

Used in This Document

AKSPED	Alaska Special Education Electronic Discussion Group (Listserv sponsored by the Council)
APR	Annual Performance Report
ASSEC	Alaska Statewide Special Education Conference
ATOP	Alaska Transition Outcome Project
ATTI	Alaska Transition Training Initiative (transition from ILP to school)
AYP	Adequate Yearly Progress
BMEEC	Bilingual Multi-cultural Equity in Education Conference
CIFMP	Continuous Improvement Focused Monitoring Process
DLC	Disability Law Center
DOC	Department of Corrections
DVR	Division of Vocational Rehabilitation (of the Department of Labor)
EED	Department of Education and Early Development
EI/ILP	Early Intervention/Infant Learning Program
EIC	Early Intervention Committee
ELG	Early Learning Guidelines
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
GCDSE	Governor's Council on Disabilities and Special Education
GLE	Grade Level Expectation
GSEG	General Supervision Enhancement Grant
HSGQE	High School Graduation Qualifying Examination (also called Exit Exam)
ICC	Interagency Coordinating Council for Infants and Toddlers with Disabilities
IDEA	Individuals With Disabilities Education Act
IEP	Individualized Education Program
ILP	Infant Learning Program
LEA	Local Education Agency
LRE	Least Restrictive Environment
MOA	Memorandum of Agreement
NCLB	No Child Left Behind
OSEP	Office of Special Education Programs
PBS	Positive Behavioral Support
PTI	Parent Training Information Center
SAP	State Advisory Panel (federal language formerly Special Education Advisory Panel)
SEA	State Education Agency (the Department of EED)
SESA	Special Education Service Agency
SIG	State Improvement Grant
SPP	State Performance Plan
WRRC	Western Regional Resource Center

About the State of Alaska's Special Education Advisory Panel

Alaska spans a huge geographical area with a relatively small population. This is unique and requires a management system tailored to meet the needs of Alaskans. The Governor's Council on Disabilities and Special Education was created to meet Alaska's diverse needs. One way it does this is by combining the expertise and experience of many stakeholders throughout the state into one unique Council which fulfills a variety of federal and state roles. The Council uses planning, capacity building, systems change, and advocacy to create change for people with disabilities. Consistent with its State Plan the Council works towards systems change in areas including housing, employment, early intervention, special education, lifelong learning, independent living and inclusion in the community.

The Council provides a constructive process that connects the public with policymakers to ensure the thoughtful development of an efficient and seamless service delivery system that meets the needs of individuals with disabilities across the life span. It is composed of 28 members appointed by the Governor. Appointments are made on a revolving basis by an application process. These are the major roles fulfilled by the Council.

Federal Statutes that Authorize the Council's Roles

The reauthorized Individuals with Disabilities Education Act 20 U.S.C. §1412 (21) describes the State Advisory Panel in general, its membership, a special rule about its membership and its duties. The advisory panel's duties include the following:

1. Advise the State educational agency of unmet needs within the State in the education of children with disabilities;
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
3. Advise the State educational agency in developing evaluations and reporting on data to the Secretary under 1418 of this title including:
 - statistics on the number of children with disabilities by disability category;
 - number of students from 14-21 who stopped receiving special education and why;
 - number removed to an interim alternative educational setting, what precipitated

Federal Statues Continued . . .

- those removals, suspensions or expulsions;
- number of children receiving and completing early intervention services;
 - incidence and duration of disciplinary actions including suspensions of 1 day or more;
 - numbers removed to alternative educational settings or expelled compared to children without disabilities removed or expelled;
 - numbers of due process complaints, hearings conducted, hearings requesting, changes in placement as a result of those hearings, mediations and settlement agreements reached through mediation; and
 - examination of disproportionality and examination of identification processes that may result in disproportionality.
4. Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part.
 5. Advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.





Council Responsibilities Continued...

In addition to its role as State Advisory Panel on Special Education, the Council also has these responsibilities:

Governing Body of the Special Education Service Agency (SESA)

Members of the Council act as the governing board for the Special Education Services Agency, which supports the effective education of students with low incidence disabilities throughout Alaska. For more information you can visit SESA's Web site at: <http://www.sesa.org/>.

Interagency Coordinating Council (ICC) for Infants and Toddlers with Disabilities

Under the Individuals with Disabilities Education Act (IDEA), the Council serves as the Interagency Coordinating Council for Infants and Toddlers with Disabilities, which advises and assists Alaska's statewide Early Intervention/Infant Learning Program (EI/ILP). The day-to-day functions of the ICC are delegated to the Early Intervention Committee (EIC).

State Council on Developmental Disabilities

Under the Developmental Disabilities Assistance and Bill of Rights Act, the Council serves as the State Council on Developmental Disabilities; in Alaska the Council is also responsible for interdepartmental planning and coordination of services to persons with severe disabilities. The Council delegates the day-to-day work to the Developmental Disabilities Committee (DD).

The Alaska Mental Health Trust Authority

The Council reports on the status and needs of individuals with developmental disabilities and their families and makes recommendations for funding on their behalf. For more information you can visit the Trust's Web site at: <http://www.mhtrust.org/>.

State Statutes that Authorize Council Roles and Functions

Rather than create separate advisory boards to comply with the requirements of various federal and state laws, in 1978 the Alaska legislature established the Governor's Council on Disabilities and Special Education statute that authorizes the Councils' roles including:

AS 47.80.020 Persons with Disabilities

AS14.30.231 Special Education Advisory Panel (1978)

AS 14.30.610 Special Education Service Agency (1986)

AS 47.20.020 Services for Developmentally Delayed or Disabled Children (1991)

AS 47.80.090(13) Alaska Mental Health Trust Authority (1994)



Membership of the SEAP

As the State Council on Developmental Disabilities, the Council creates change that improves the independence, productivity, integration and inclusion into the community of people with developmental disabilities. Through planning, evaluation and advocacy, the council, with input from the public, conducts activities through a variety of interagency work groups and committees.

The Council membership is composed of individuals representing Alaska's geographic and ethnic diversity. A majority of the members are individuals with disabilities or parents of children with disabilities.

SEAP MEMBERS	
<p>Art Arnold Representation: Department of Education and Early Development P.O. Box 20325 Juneau, Alaska 99801 (907) 465-2972 (w) art_arnold@eed.state.ak.us Term Ends: Assigned position</p>	<p>Marlene (Anna) Attla Representation: Self-Advocate 4151 E. 20th, Apt 22 Anchorage, Alaska 99508 (907) 339-9172 (h) (907) 272-8270 (w) marleneattla@hotmail.com Term Ends: 6/30/08</p>
<p>Julie Broyles Representation: Parent and Special Educator 2043 Casey Cusack Loop Anchorage, AK 99515 (907) 222-1199 flex@gci.net Term Ends: 6/30/07</p>	<p>Teresa Bunsen Representation: University of Alaska Personnel Preparation 1830 E. Parks Highway PMB 337 Wasilla, Alaska 99711 (907) 786-4867 (w) tbunsen@uaaalaska.edu Term Ends: 6/30/06</p>
<p>Katie Campbell Representation: Division of Insurance P.O. Box 110805 Juneau, Alaska 99811 (907) 465-4607 (w) katie_campbell@dced.state.ak.us Term Ends: Assigned position</p>	<p>Russ Cusack Representation: Division of Vocational Rehabilitation 1251 Muldoon Road, Suite 101 Anchorage, AK 99504 (907) 269-3559 (w) (907) 269-3632 (f) russell_cusack@labor.state.ak.us Term Ends: Assigned position</p>

SEAP MEMBERS CONT.

<p>Elizabeth Edmands Representation: Parent 3350 Commercial Drive, Suite 208 Anchorage, Alaska 99501 (907) 344-7222 (w) (907) 244-2485 (c) challenge.alaska@acsalaska.net Term Ends: 6/30/06</p>	<p>Kathy Fitzgerald Representation: University Center on Excellence in Disabilities, Parent 4521 Southpark Bluff Dr. Anchorage, Alaska 99516 (907) 264-6242 (w) (907) 345-3750 (h) kfitz@alaska.edu Term Ends: 6/30/08</p>
<p>Jerry Fuller Representation: Commissioner's Office Department of Health & Social Services P.O. Box 110601 Juneau, Alaska (907) 465-1617 (w) Jerry_fuller@health.state.ak.us Term Ends: Assigned position</p>	<p>Taylor Gregg Representation: Self-Advocate, High School Graduate 1225 South Point Higgins Road Ketchikan, Alaska 99901 (907) 247-8463 greggmary@yahoo.com Term Ends: 6/30/06</p>
<p>Helen (Betsy) Grunch Representation: Self-Advocate 9200 Independence Drive, Apt 101 Anchorage, Alaska 99507 (907) 336-6165 (h) bswax@hotmail.com Term Ends: 6/30/06</p>	<p>Meghan Johnston 3350 Commercial Drive, Suite 2 Anchorage, AK 99503 (907) 272-0203 (h) (907) 563-1979 (w) mjohnson@childcareconnection.org Term Ends: 6/30/06</p>
<p>Kris Johnston Representation: Parent, Mental Health Pro- vider P.O. Box 1729 Cordova, Alaska 99574 (907) 424-3145 (h) (907) 424-8268 (w) krisj@ctcak.net • kjohnston@cdvcmc.com Term Ends: 6/30/06</p>	<p>Deborah Kitelinger P.O. Box 10679 Fairbanks, AK 99710 (907) 388-0815 (h) kitelingerfamily@gci.net Term Ends: 6/30/07</p>
<p>Bryan Knight Representation: Self-Advocate, High School Graduate 4271 Warwick Anchorage, Alaska 99507 (907) 563-4964 (h) (907) 522-9090 (w) (907) 350-2641 (c) Term Ends: 6/30/04</p>	<p>Banarsi Lal Representation: Alaska Commission on Aging 4532 Dartmouth Drive Fairbanks, AK99508-5162 (907) 479-4781 blal@gci.net Term Ends: Assigned Position</p>

Membership of the SEAP Continued...

SEAP MEMBERS CONT.	
<p>Stacey Messerschmidt Representation: Parent P.O. Box 997 Tok, AK 99780 (907) 883-3944 (h) baron1@aptalaska.net Term Ends: 6/30/06</p>	<p>Irene M Moreland Representation: Disability Law Center of Alaska 1700 E. Raven Drive Wasilla, AK 99654 (907) 357-3532 (h) irenemm@gci.com Term Ends: 6/30/07</p>
<p>Lucy Odden Representation: Self-Advocate 3911 Checkmate Drive, No. 2 Anchorage, AK 99508 (907) 337-8544 (h) (907) 786-3425 (w) Term Ends: 6/30/08</p>	<p>Jay Ramras Representation: State House of Representatives State Capitol, Room 104 Juneau, AK 99801-1182 (907) 465-3004 Representative_jay_ramras@legis.state.ak.us Term Ends: 6/30/08</p>
<p>Darrell J. Sanborn, Superintendent Representation: Special Education Administrator Box 570 Unalaska AK 99685 (907) 581-3151 (w) dsanborn@ucsd.net Term Ends: 6/30/07</p>	<p>Carla M. Shelton Representation: Parent 4171 East 20th Avenue, Unit 10 Anchorage, AK 99508-3504 (907) 243- 0883 (h) sheltoncm@gci.net Term Ends: 6/30/07</p>
<p>Scott Sidell Representation: Parent P.O. Box 414 Bethel, AK 99559 (907) 543-5854 (h) (907) 543-6105 farnorthg@hotmail.com Term Ends: 6/30/07</p>	<p>Sarah Souders Representation: Parent 301 Walker Lane Kenai, AK 99611-6812 (907) 335-5690 ssouders2002@yahoo.com Term Ends: 6/30/06</p>
<p>Donna Swihart Representation: Parent, LINKS/Mat-Su Resource Center, Mat-Su Valley SEAC HC05 Box 6894 Palmer, AK 99645 907-745-0228 (h) dswihart@pobox.mtaonline.net Term Ends: 6/30/06</p>	<p>Arthur Walters Representation: Self-Advocate P.O. Box 276 Seward, AK 99664 (907) 224-5221(h) Alw36@ak.net Term Ends: 06/30/06</p>

Membership of the Education Committee

Because the Council serves a variety of roles, the day-to-day functions of the Special Education Advisory Panel are delegated to the Education Committee, the standing committee that drafts positions, public comment, priorities and activities for the full Council's approval. Agendas and minutes of monthly teleconferences are posted on the Council's Web site at <http://www.hss.state.ak.us/gcdse/>. These individuals contributed countless volunteer hours serving on the Education Committee in 2005-06:

Individuals with disabilities	Betsy Grunch
Liaison with Anchorage School District Advisory Council	Cara Davis*
Division of Vocational Rehabilitation	David Kvasager*
Homeless and Migrant Education	Sondra Meredith
Liaison with State Board of EED	Dr. Shirley Holloway*
Parents of students with disabilities	Kris Johnston, Julie Broyles, Stacey Messerschmidt, Scott Sidell, Sarah Souders
Protection and Advocacy	Teresa Holt
Regular Education Teacher	Gayla Valle
Secondary Transition	Taylor Gregg, recent graduate
Special Education Administrator	Darrell Sanborn, Nancy Nagarkar*
Special Education Teacher	Carla Garrett*, Julie Broyles
State Special Education Director	Art Arnold, Nancy Guthrie
Superintendent	Darrell Sanborn
University Personnel Preparation	Teresa Bunsen

**These participants served on the Education Committee although they are not appointed by the Governor.*

The Regulations Workgroup of the Education Committee, which reviewed proposed regulatory changes, consisted of several committee members as well as staff from the University Center on Excellence in Disabilities (Kathy Fitzgerald, Kelly Donnelly, Carl Evertsbusch and Matt Wappett) and Suzanne Ishii-Regan, parent. Thank you to all.

Others involved in Council activities specific to special education included Loren Berkoski, Special Education Administrator, and Sharon Schumacher, the Coordinator for Preschoolers with Disabilities in the State's Section 619 program.

Governor's Councils Staff Listing

<p>Millie Ryan Executive Director Phone: (907) 269-8992 E-mail: millie_ryan@health.state.ak.us</p>	<p>Kathy Allely Planner III Phone: (907) 269-8991 E-mail: kathy_allely@health.state.ak.us</p>
<p>Judith Bendersky Project Coordinator Phone: (907) 269-8994 E-mail: judith_bendersky@health.state.ak.us</p>	<p>Heidi Frost Project Coordinator (907) 269-8999 (907) 269-8995 heidi@uaa.alaska.edu</p>
<p>Renee James Project Assistant Phone: (907) 269-8989 E-mail: renee_james@health.state.ak.us</p>	<p>Linda Koenig Administrative Clerk III Phone: (907) 269-8990</p>
<p>Carrie Predeger Planner I Phone: (907) 269-8926 E-mail: carrie_predeger@health.state.ak.us</p>	<p>Richard Rainery Project Coordinator Phone: (907) 269-5703 Fax: (907) 269-8995 richard_rainery@health.state.ak.us</p>
<p>Lee L. Walton Administrative Clerk III Phone: (907) 269-8990 E-mail: lee_walton@health.state.ak.us</p>	

Council Meetings

The Council held three face-to-face meetings in the 2005-06 academic year.

- October 5-7, 2004 - Nome
- January 18-20, 2005 - Juneau
- May 10-12, 2005 - Valdez

Reports from the Department of Education & Early Development (EED) to the Council

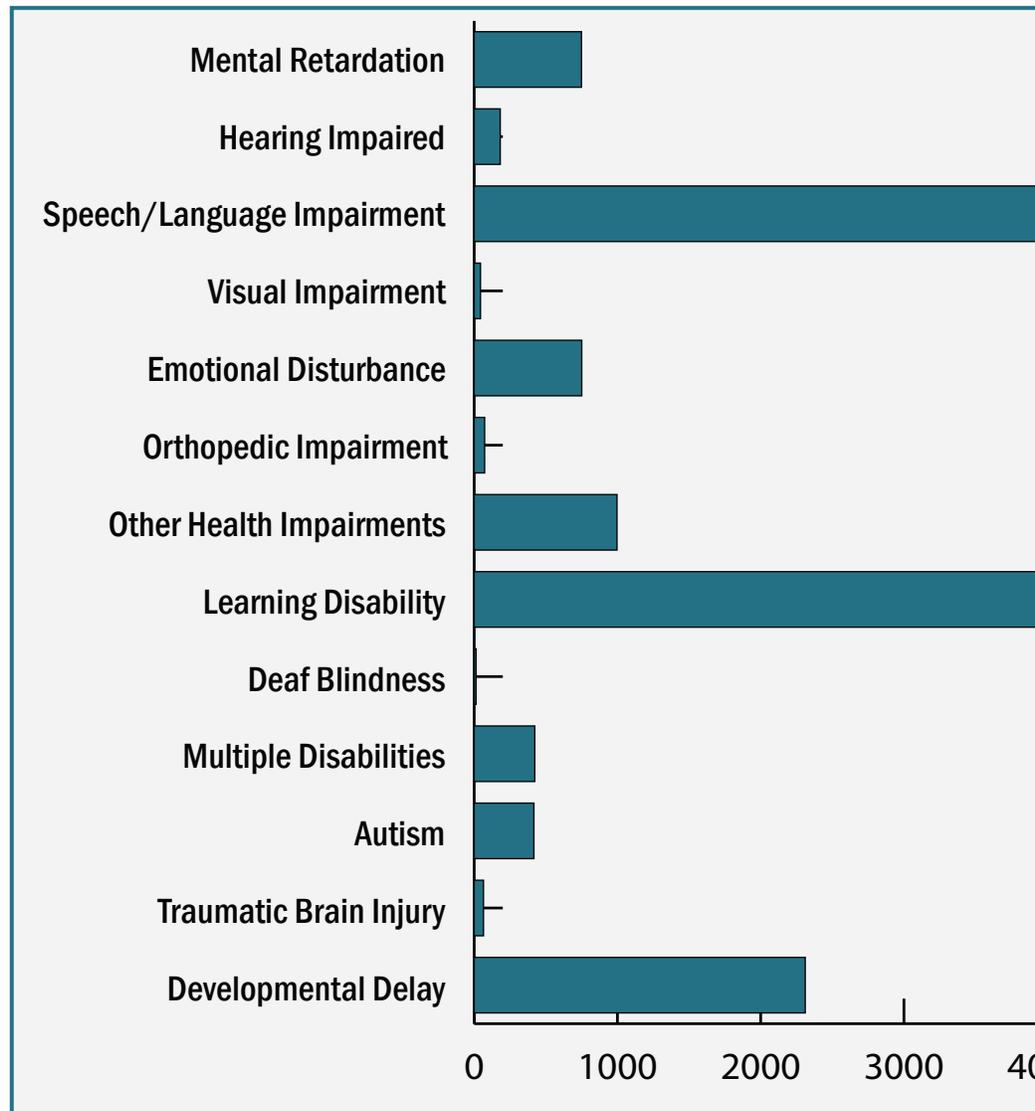
The State Director of Special Education is appointed by the Governor to be on the Council and sits on the Education Committee. The following reports or discussions were provided:

- Federal Special Education Application to OSEP
- Status of Monitoring Visits to Districts
- Status of Annual Performance Report (APR) and State Performance Plan (SPP) submitted to the Office of Special Education Programs, U.S. Department of Education, December 2005
- Staffing Updates
- Presentation to the Council on IDEA reauthorization and the process for aligning state regulations and handbook to federal law and regulations.
- Presentation on Disproportionality and Special Education in Alaska, State Performance Plan, 2005, provided at May Valdez meeting
- Due process hearings



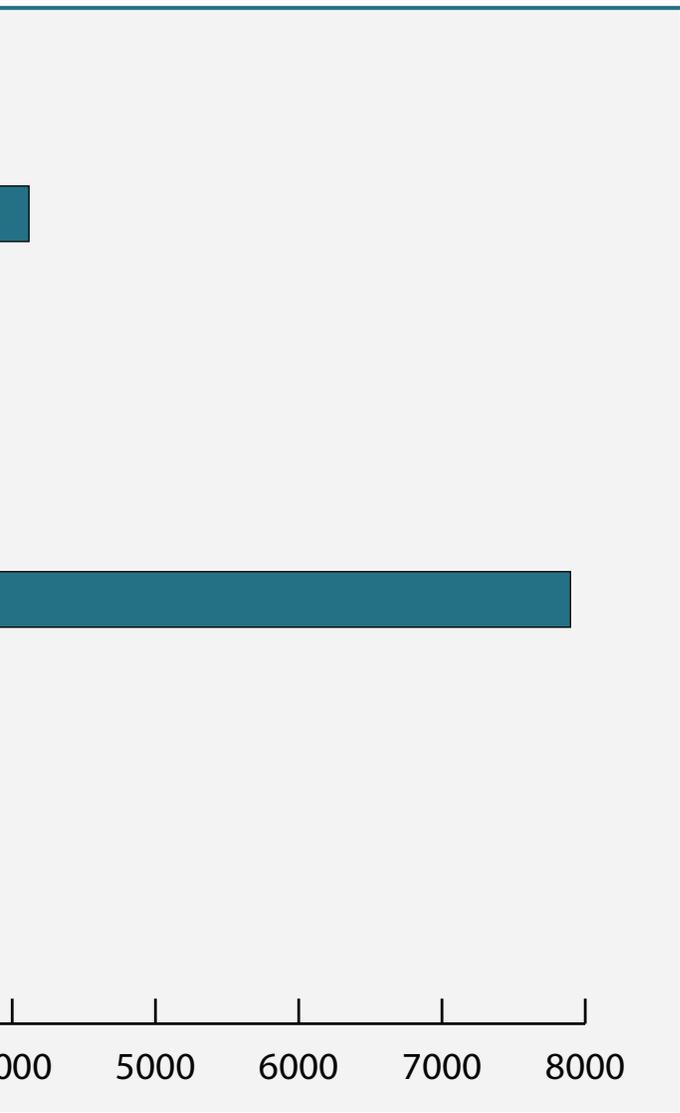
Child Count in Special Education

(as of 1/31/06) by Disability Category



Observations

- 23% of all students receiving special education services have a Speech/Language Impairment.
- 44% of students in special education have a Specific Learning Disability.
- The rise of autism is tenfold over the past ten years (37 in FY95, 370 in FY05 and 417 in FY06), and the category of Autism sometimes does not include students who are on the high functioning end of the Autism Spectrum Disorder
- The number of students who experience Emotional Disturbance does not include the hundreds of students who are residing outside of Alaska and receiving residential treatment.



Disability Category (IDEA)	No. of Students
Mental Retardation	749
Hearing Impaired	182
Speech/Language Impairment	4,117
Visual Impairment	44
Emotional Disturbance	751
Orthopedic Impairment	73
Other Health Impairments	997
Learning Disability	7,897
Deaf Blindness	13
Multiple Disabilities	423
Autism	417
Traumatic Brain Injury	65
Developmentally Delayed	2,311

Total number of students receiving special education = 18,039
 Total number of students = 133,288
 % of students receiving special education services = 13.5%

FY95 Title VI-B Child Count identifies 37 students with Autism
 FY05 VI-B Child Count identifies 370 students with Autism
 FY06 VI-B Child Count identifies 417 students with Autism

Education Committee Priorities

1. General Supervision Enhancement Grant (GSEG) and Improvement /Performance Processes

- A. Coordinated & participated in GSEG meetings to help develop early childhood outcomes for children birth-8 years;
- B. Responded to all IDEA-related proposed regulations by the State Board of EED. Was proactive in IDEA-related proposed regulations by the State Board of EED;
- C. Reviewed all Special Education handbook updates; and
- D. Participated in the development of a survey for students with IEPs who exited school due to dropping out, aging out or completing school.

2. Family Education and Staff Development

- A. Conducted regional IDEA training for parents and educators, providers (partnering with DLC of AK, CHD);
- B. Provided resources to districts on Special Education Advisory Panel (developed and e-mailed brochure) to districts;
- C. Presented at ASSEC, BMEEC;
- D. Staff and member served on ASSEC Advisory Board;
- E. Developed weblibliography of resources for families and educators specific to Alaska; and
- F. Created document "Options for Resolving Conflict in Special Education"

3. Capacity Building

- A. Advocated for comprehensive IEP training, collaboration for para and professional educators (partnered with University of Alaska in providing appropriate educator IEP training);
- B. Conducted analysis and documented responses from special education directors about funding, intensive needs services and child count; and
- C. Advocated for additional autism services by participating in Autism Ad Hoc committee, which is finalizing recommendations to various state agencies.

4. Secondary Transition

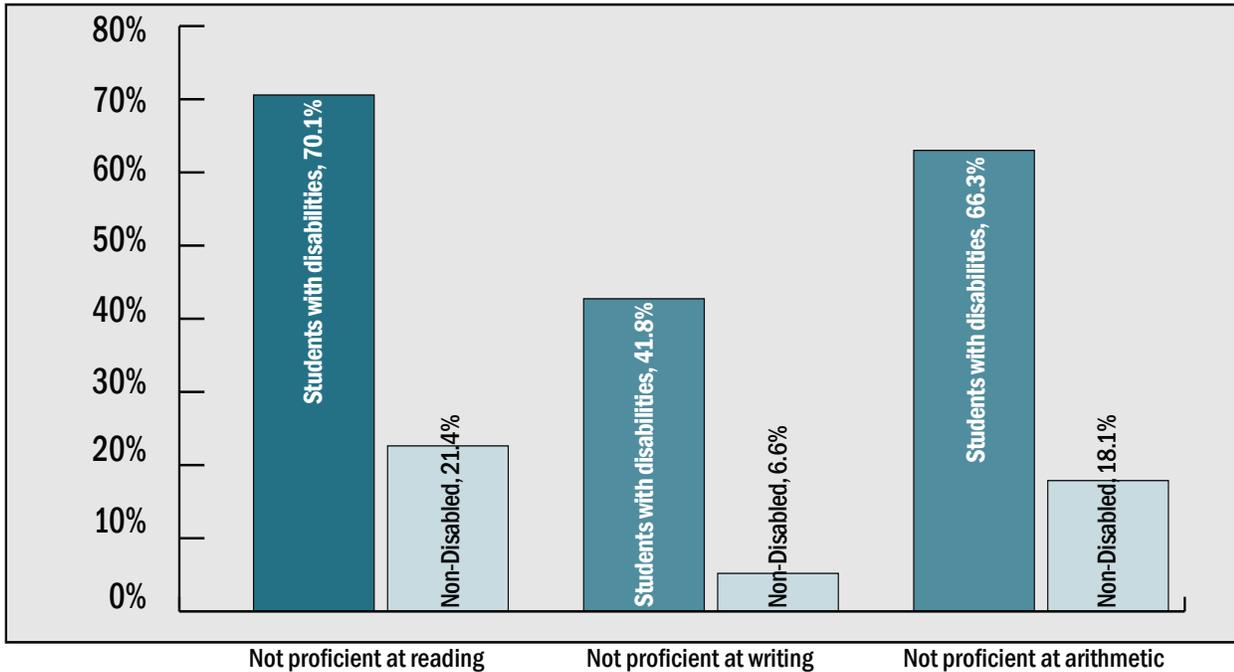
- A. Advocated for continued distribution and professional development and Training of Trainers on SET for LIFE;
- B. Promoted use of Self-Determination Toolkit;
- C. Supported Youth in Transition grant;
- D. Developed a Position Statement on inclusive graduation ceremonies for students receiving a diploma or a certificate; and
- E. Researched and reviewed data on post-secondary outcomes.

5. Monitor Issues and Implementation

- A. Bring the Kids Home
- B. School-based Medicaid
- C. Regulations on Assessment and NCLB
- D. New IDEA regulations
- E. Exit Exam Litigation

High School Qualifying Exam Performance

10th Grade



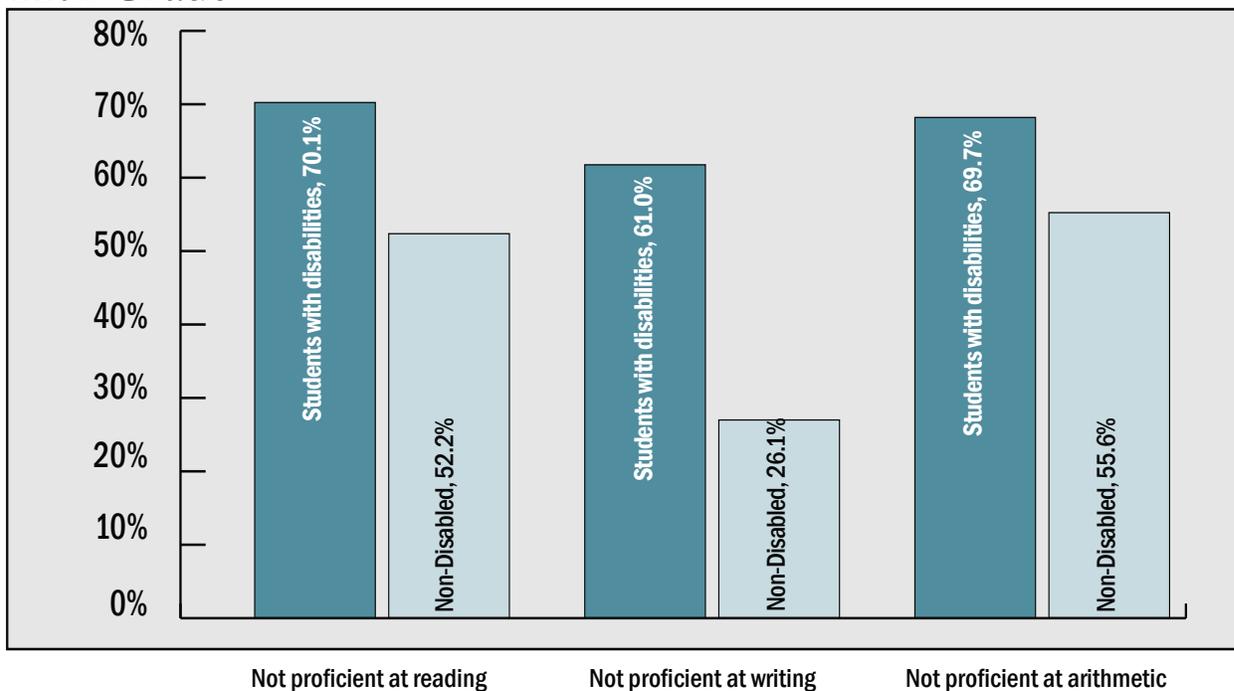
Grade 10	Reading		Writing		Arithmetic	
	<i>Not proficient</i>		<i>Not proficient</i>		<i>Not proficient</i>	
Disabled	285	70.1%	396	41.8%	637	66.3%
Non-Disabled	6812	21.4%	571	6.6%	1564	18.1%

Observations: Most students take the HSGQE for the first time in the 10th grade. Students taking the HSGQE for the first time are allowed to use accommodations but not modifications. This may be a contributing factor to the very high “non-proficiency” rates seen in the chart above. Additionally, students with disabilities find this a demoralizing experience because they know they need to pass the tests in order to graduate, and they know that the modifications would help their performance in passing, but they are not allowed modifications. Students with disabilities who do not pass a portion of the HSGQE may then take the Modified HSGQE.

Data Source: http://www.eed.state.ak.us/tls/assessment/results/2006/HSGQE_statewide_2006.pdf
<http://www.eed.state.ak.us/tls/assessment/HSGQE/GuidetoHSDiploma.pdf>
http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf

High School Qualifying Exam Continued...

11th Grade



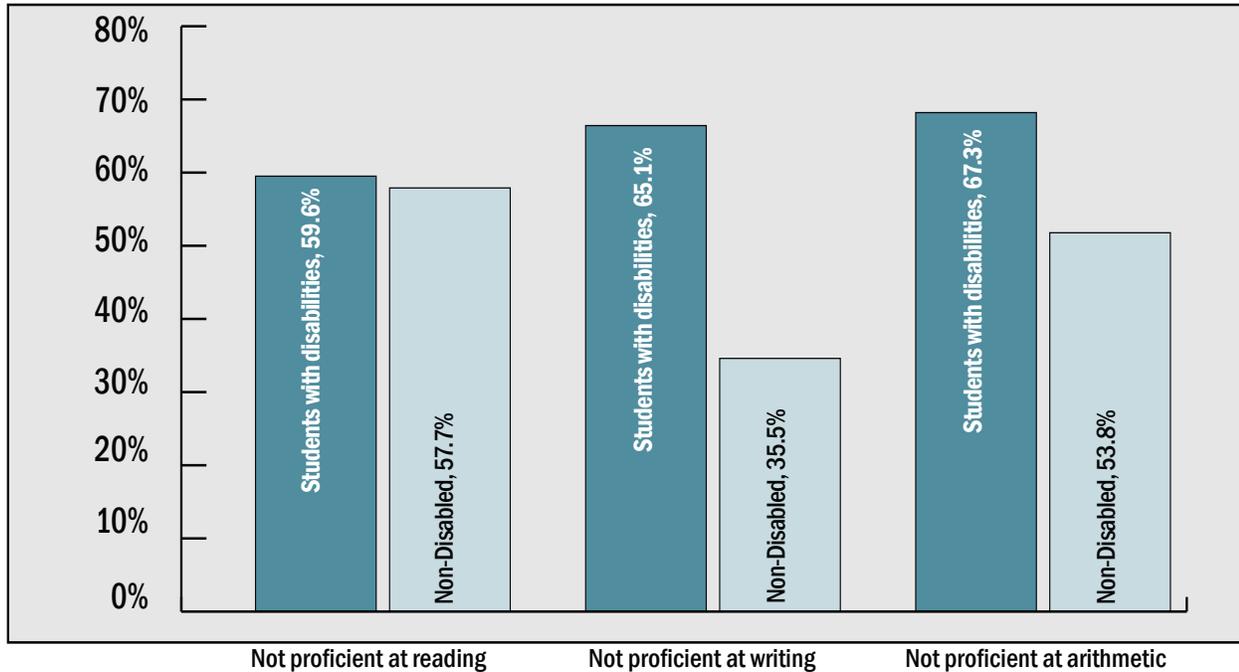
Grade 11	Reading		Writing		Arithmetic	
	<i>Not proficient</i>		<i>Not proficient</i>		<i>Not proficient</i>	
Disabled	347	70.1%	130	61.0%	304	69.7%
Non-Disabled	781	52.2%	118	26.1%	671	55.6%

Observations: The percentage of proficiency rates increases between 10th and 11th grades. One reason may be because students with disabilities are allowed accommodations and modifications as long as they are decided upon by the IEP Team and approved by the state. Districts are working very hard to prepare students to achieve proficiency in the HSGQE.

Data Source: http://www.eed.state.ak.us/tls/assessment/results/2006/HSGQE_statewide_2006.pdf
<http://www.eed.state.ak.us/tls/assessment/HSGQE/GuidetoHSdiploma.pdf>
http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf

High School Qualifying Exam Continued...

12th Grade

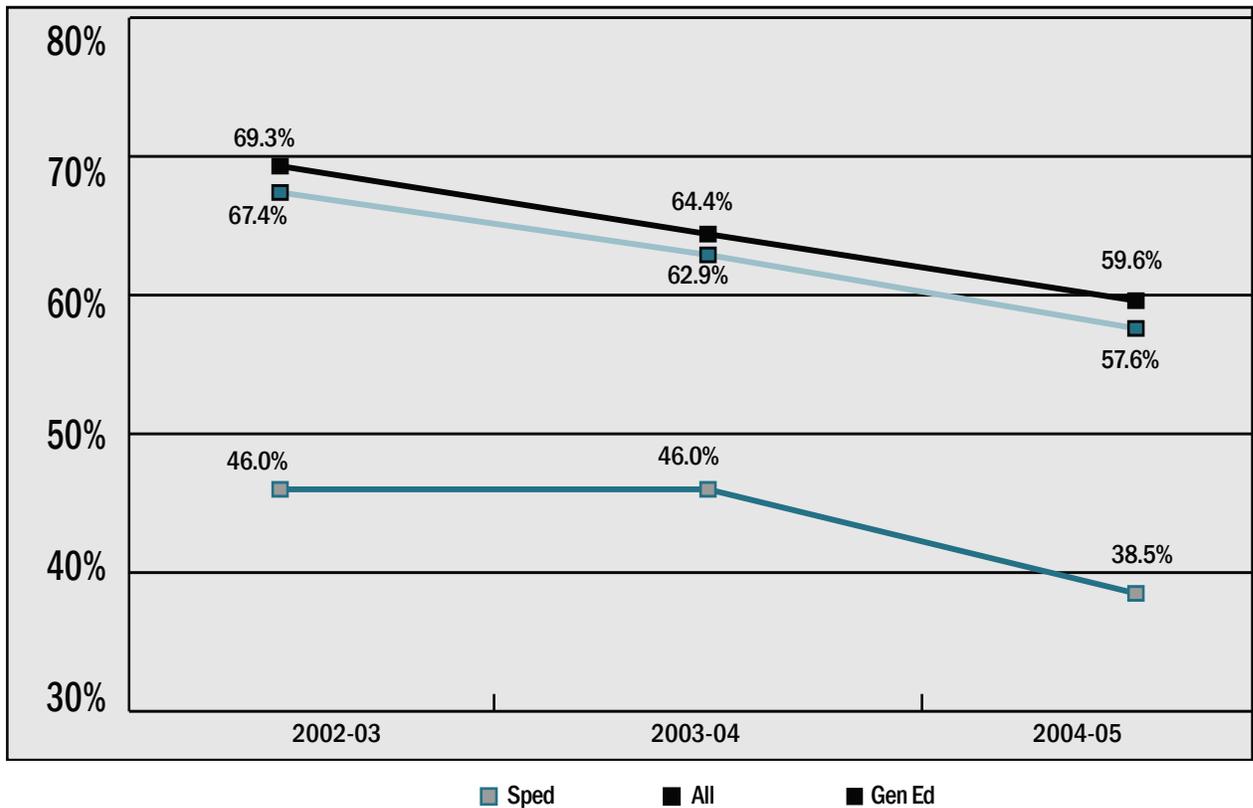


Grade 12	Reading		Writing		Arithmetic	
	<i>Not proficient</i>		<i>Not proficient</i>		<i>Not proficient</i>	
Disabled	167	59.6%	71	65.1%	144	67.3%
Non-Disabled	376	57.7%	55	35.5%	313	53.8%

Observations: There is not a significant difference in non-proficiency rates of students with disabilities between 11th and 12th grades. Many of the students taking the exam have learning or emotional disabilities. Students with significant cognitive disabilities may be taking an alternate assessment. However, students who reach the goals and objectives stated in the IEP and take an alternate assessment with satisfactory results do not receive a regular high school diploma. The Council has heard from many students, families and districts that this is a concern. The disparity between proficiency rates of students with disabilities and students who do not experience disabilities is also of great concern.

Data Source: http://www.eed.state.ak.us/tls/assessment/results/2006/HSGQE_statewide_2006.pdf
<http://www.eed.state.ak.us/tls/assessment/HSGQE/GuidetoHSDiploma.pdf>
http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf

Graduation Rates



Observations: It is the goal of the Alaska Department of Education & Early Development, students and families; that all students graduate from high school with a diploma, regardless of eligibility for special education. Receiving a diploma validates the time and effort spent over many years. Overall Alaska shows a gradual decrease in the percentage of students graduating. In the year 2004-05 only 59.6 % of general education students graduated, while only 38.5% of students receiving special education graduated. Rates have dropped steadily since 2002-03 when the assessment process was aligned with No Child Left Behind and the high stakes examination regime was instituted in Alaska. Reasons for the decrease in graduation rates and/or increase in drop-out rates may include the assessment system, the methodology for collecting data or a variety of other reasons.

The Council is particularly concerned about the gap between general education student graduation rates and special education graduation rates. The goal of IDEA is to prepare students with disabilities for independent living and employment. **We therefore find a 38.5% rate of graduation alarming.**

Data Source: State Performance Plan for 2005-2010 (SPP) Indicator 1
http://www.eed.state.ak.us/tls/SPED/word/reports/SPP_05-10_Body.doc

Opportunities for Improvement

Baseline and trend data has been gathered and analyzed for several years; As the state Advisory Panel, the Council will continue to review the data in the 20 indicators of the SPP and partner with the many stakeholder groups using information and data to identify how we can make positive change in the educational outcomes of students with disabilities.

Office of Special Education

Part B State Performance Plan: Monitoring Priorities and Indicators

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

- Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
- Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
- Indicator 3:** Participation and performance of children with disabilities on statewide assessments.
- Indicator 4:** Rates of suspension and expulsion.
- Indicator 5:** Percent of children with IEPs aged 6 through 21.
- Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.
- Indicator 7:** Percent of preschool children with IEPs who demonstrate improved: (A) Positive social-emotional skills; (B) Acquisition and use of knowledge and skills; and (C) Use of appropriate behaviors to meet their needs.
- *Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Monitoring Priority: Disproportionality

- Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- *Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Monitoring Priorities and Indicators Continued...

Monitoring Priority: General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.

Monitoring Priority: General Supervision Part B / Effective Transition

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

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

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Monitoring Priority: General Supervision Part B / General Supervision

Indicator 15: General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

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

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

Indicator 19: Percent of mediations held that resulted in mediation agreements.

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

** These indicators are newly identified by OSEP and have not been reported on in previously submitted APRs. Data is not required for these indicators until the 2007 APR. Although select information is provided on these indicators in this SPP, the complete data report, including the Indicator Overview, Baseline Data, Discussion of Baseline Data, and Measurable and Rigorous Targets, will be provided at that time.*

Department of Education & Early Development (EED) 2005-06 Recommendations from the State Advisory Panel

We provided formal, written comment on the following proposed regulations:

- Statewide Assessments for Students with Disabilities - 4 AAC 06
- Statewide System of Assessments - 4 AAC 06
- Highly Qualified Status for Special Education Teachers-4 AAC 04.210(j)(k)
- Assessment and Accountability - 4 AAC 04 & 4 AAC 06
- Due Process Hearings for Special Education 4AAC 52.550(e)(9)
- Student Count Intensive Services District Responsibility 4 AAC 09.015(a), 4 AAC 09.015(f), 4 AAC 52.090(a)

We provided input on revisions to the Special Education Handbook

- We developed a Position Statement on Inclusive Graduation Ceremonies for students receiving certificates and/or diplomas.
- We participated in the development of Early Learning Guidelines for students from birth through 22.
- We contributed suggestions on the development of a survey to exited students with IEP's.
- We recommended more active participation by Department of EED with the Alaska Mental Health Trust Authority's focus group on Bring the Kids Home.

Priorities for 2006-07

GOAL 1. Advising the State in matters pertaining to students with disabilities

- Participate in work sessions to reach targets set in the SPP that address meeting new indicators required by OSEP (including disproportionality, post-secondary outcomes for students with IEPs exiting school system);
- Analyze due process hearings/mediations/complaints in order to guide SEA's emphases on training;
- Receive updates on district monitoring;
- Receive report on impact of the implementation of the HSGQE; and
- Transition of children from Part C to Part B special education preschool (619).

GOAL 2. Family Education and Staff Development

- Work with new PTI;
- Continue to participate on ASSEC Board to guide selection of speakers;
- Participate in BMEEC conference sessions;
- Contribute to training topics for Special Educator Directors Conference;
- Distribute Options for Resolving Conflict in Special Education; and
- Review, update and reprint document: *"Welcome to Special Education in Alaska"*.

GOAL 3. Education Funding

- Review survey results of special education directors regarding funding, intensive needs services and child count; and
- Review and revisit 1993 analysis of special education funding.

GOAL 4. Assessment and Accountability

- Gain increased understanding of funding for assessment and accountability;
- Look at testing regarding validity of testing students at grade level versus ability level;
- Participate in improvements to the state's assessment system; and
- Analyze consequences of students receiving certificate of attendance versus regular high school diploma.

GOAL 5. Tracking Long-Term Issues

- Bring the Kids Home (IEPs, SEA/LEA involvement);
- No Child Left Behind Reauthorization; and
- School-Based Medicaid.

Governor's Council on Disabilities and Special Education



Creating Change That Improves The Lives of People With Disabilities

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