

2020-2021 Alaska Special Education Data Profiles

Kashunamiut School District

District Name: **Kashunamiut School District**

2020-2021 School Year

Total Enrollment: **332**

Child Count (students with disabilities) Total: **37**

Child Count Aged 3-5 (Not Grade K): *

Child Count Aged 5 (Grade K) - 21: *

The Purpose of this District Data Profile:

In accordance with the Individuals with Disabilities Education Act (IDEA), the State of Alaska must report annually to the public on the performance of local education agencies (LEAs) on specific special education performance and compliance indicators. Details of state-wide goals and annual performance can be found in the Alaska Part B State Performance Plan (SPP) for special education and the Annual Performance Report (APR) for special education. (<https://sites.ed.gov/idea/spp-apr-letters?selected-category=sppapr-part-b&selected-year=&state=Alaska>)

Suppression Key

- * Results cannot be published without releasing personally identifiable information.
- N/A No students were reported in this population or no surveys were returned.
- ~ Did not meet the States' minimum N or cell size for this indicator
- NR Not required to report this year.
- <= Less than or equal to
- >= Greater than or equal to
- + Returned surveys could not be scaled.
- ** Data for this indicator is one year behind

Alaska State Performance Plan Indicators

Indicator 1: Rate of Children Exiting Special Education through Graduation**

Group	District	State	State Target	Met State Target Y/N
% of Students Exiting Special Education through Graduation	0.0 %	70.7 %	>= 70.7%	No

^The measurement for Indicator 1 changed with the data submitted in the 2020-21 APR. Rates published for Indicator 1 should not be compared with data published for years prior to the 2020-21 submission.

Indicator 2: Rate of Children Exiting Special Education through Dropping Out**

Group	District	State	State Target	Met State Target Y/N
% of Students Exiting Special Education through Dropping Out	100.0 %	23.5 %	<= 23.5%	No

^The measurement for Indicator 2 changed with the data submitted in the 2020-21 APR. Rates published for Indicator 2 should not be compared with data published for years prior to the 2020-21 submission.

Indicator 3: Assessment (Grade 4)

Group		District	State	State Target	Met State Target Y/N
A.	Participation Rate in Math for Students w/ Disabilities	0.0 %	72.9 %	>= 72.9%	No
A.	Participation Rate in English/Language Arts for Students w/ Disabilities	0.0 %	73.1 %	>= 73.1%	No
B.	Proficiency Rate for Children with IEPs Against Grade Level Standards for Math	N/A	13.10%	>= 13.1%	N/A
B.	Proficiency Rate for Children with IEPs against Grade Level Standards for English/Language Arts	N/A	12.30%	>= 12.3%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in Math	N/A	14.70%	>= 14.7%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in English/Language Arts	N/A	10% or fewer	>= 2.9%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in Math	N/A	23.50%	<= 23.5%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in English/Language Arts	N/A	24.80%	<= 24.8%	N/A

^The measurements for Indicator 3 were updated for the 2020-21 APR submission. Previous submissions include different groups and calculations.

Indicator 3: Assessment (Grade 8)

Group		District	State	State Target	Met State Target Y/N
A.	Participation Rate in Math for Students w/ Disabilities	0.0 %	63.3 %	>= 63.3%	No
A.	Participation Rate in English/Language Arts for Students w/ Disabilities	0.0 %	63.8 %	>= 63.8%	No
B.	Proficiency Rate for Children with IEPs Against Grade Level Standards for Math	N/A	5.00%	>= 5.0%	N/A
B.	Proficiency Rate for Children with IEPs against Grade Level Standards for English/Language Arts	N/A	9.60%	>= 9.6%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in Math	N/A	5.70%	>= 5.7%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in English/Language Arts	N/A	17.00%	>= 17.0%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in Math	N/A	21.00%	<= 21.0%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in English/Language Arts	N/A	29.50%	<= 29.5%	N/A

^The measurements for Indicator 3 were updated for the 2020-21 APR submission. Previous submissions include different groups and calculations.

Indicator 3: Assessment (Grade 9)

Group		District	State	State Target	Met State Target Y/N
A.	Participation Rate in Math for Students w/ Disabilities	0.0 %	60.4 %	>= 60.4%	No
A.	Participation Rate in English/Language Arts for Students w/ Disabilities	0.0 %	61.4 %	>= 61.4%	No
B.	Proficiency Rate for Children with IEPs Against Grade Level Standards for Math	N/A	6.10%	>= 6.1%	N/A
B.	Proficiency Rate for Children with IEPs against Grade Level Standards for English/Language Arts	N/A	10.00%	>= 10.0%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in Math	N/A	24.60%	>= 24.6%	N/A
C.	Proficiency Rate for Children with IEPs Against Alternative Academic Achievement Standards in English/Language Arts	N/A	18.00%	>= 18.0%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in Math	N/A	24.60%	<= 24.6%	N/A
D.	Gap in Proficiency Rates for Children with IEPs and All Students in English/Language Arts	N/A	26.20%	<= 26.2%	N/A

^The measurements for Indicator 3 were updated for the 2020-21 APR submission. Previous submissions include different groups and calculations.

Indicator 4: Suspension/Expulsion **

Group		District	State	State Target	Met State Target Y/N
A.	Did the district have a significant discrepancy in suspension/expulsion rates for students w/disabilities?	~			
A.	Percent of Students w/disabilities being suspended or expelled for greater than 10 days in a school year.	~	0.6 %	<= 1.6%	~
A.	Percent of Students w/o disabilities being suspended or expelled for greater than 10 days in a school year.	~			
B.	Did the district have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	~			

Indicator 5: School Age Least Restrictive Environment (LRE)

Group		District	State	State Target	Met State Target Y/N
A	Percent of students aged 5(Not Grade K)-21 with disabilities inside the regular class 80% or more of the day	85.3 %	66.8 %	>= 66.8%	Yes
B	Percent of students aged 5(Not Grade K)-21 with disabilities inside the regular class less than 40% of the day	5.9 %	10.3 %	<= 10.3%	Yes
C	Percent of students aged 5(Not Grade K)-21 with disabilities served in separate schools, residential facilities, or homebound/ hospital placements.	0.0 %	2.3 %	<= 2.3%	Yes

^Starting with the 2020-21 APR submission, Indicator 5 includes children aged 5 and in grade kindergarten through age 21.

Prior to the 2020-21 APR submission, children who were aged 5 were reported in Indicator 6, regardless of the grade they were in.

Indicator 6: Preschool LRE

Group		District	State	State Target	Met State Target Y/N
A	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	66.7 %	17.9 %	>= 17.9%	Yes
B	Percent of children aged 3 through 5 with IEPs attending separate special education class, separate school or residential facility.	0.0 %	54.5 %	<= 54.5%	Yes
C	Percent of children aged 3 through 5 (not in grade K) receiving special education and related services in the home	0.0 %	1.7 %	<= 1.7%	Yes

^Starting with the 2020-21 APR submission, Indicator 6 includes children aged 3-5(Not Grade K) only. Prior to the 2020-21 APR submission, children who were aged 5 were reported in Indicator 6, regardless of the grade they were in.

Indicator 7: Early Childhood Outcomes

Group		District	State	State Target	Met State Target Y/N
Percent of preschool students with disabilities who demonstrate improved positive social-emotional skills.					
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in this Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		100.0 %	84.3 %	>= 84.3%	Yes
Summary Statement 2: The percent of preschool children who were functioning within age expectations in this Outcome by the time they turned 6 years of age or exited the program.		0.0 %	37.7 %	>= 37.7%	No

Group	District	State	State Target	Met State Target Y/N
Percent of preschool students with disabilities who demonstrated improved acquisition and use of knowledge and skills.				
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in this Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	100.0 %	85.8 %	>= 85.8%	Yes
Summary Statement 2: The percent of preschool children who were functioning within age expectations in this Outcome by the time they turned 6 years of age or exited the program.	0.0 %	37.9 %	>= 37.9%	No

Group	District	State	State Target	Met State Target Y/N
Percent of preschool students with disabilities who demonstrate improved use of appropriate behaviors to meet their needs.				
Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in this Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	100.0 %	86.2 %	>= 86.2%	Yes
Summary Statement 2: The percent of preschool children who were functioning within age expectations in this Outcome by the time they turned 6 years of age or exited the program.	0.0 %	44.4 %	>= 44.4%	No

Indicator 8: Parent Involvement

Group	District	State	State Target	Met State Target Y/N
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.	0.0 %	56.5 %	>= 56.5%	No
Percent of parents surveys returned	2.7 %	9.7 %		

Indicator 9: Disproportionality - Child with a Disability

Group	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	No

Indicator 10: Disproportionality - Eligibility Category

Group	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No

Indicator 11: Child Find

Group	District	State	State Target	Met State Target Y/N
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 90 calendar days	100.0 %	95.2 %	100.0%	Yes

Indicator 12: Early Childhood Transition

Group	District	State	State Target	Met State Target Y/N
Percent of children referred by Part C and found eligible for Part B whose IEP's were completed on or before their 3rd birthday	N/A	92.2 %	100.0%	N/A

Indicator 13: Secondary Transition

Group	District	State	State Target	Met State Target Y/N
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	66.7 %	95.9 %	100.0%	No

Indicator 14: Post School Outcomes

Group		District	State	State Target	Met State Target Y/N
Percent of youth who had an IEP, who are no longer in secondary school, and who have been:					
A.	Enrolled in higher education within one year of leaving high school.	N/A	8.1 %	>= 8.1%	N/A
B.	Enrolled in higher education or competitively employed within one year of leaving high school.	N/A	58.8 %	>= 58.8%	N/A
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.	N/A	67.2 %	>= 67.2%	N/A
D.	Percent of surveys returned	0.0 %	39.6 %		