

January 17, 2008

Winter Conference – NCLB Roundtable



The “15 % Rule” as it relates to IDEA funds

Under 20 USC 1418 (d) and IDEA regulations at 34 CFR 300.646

1. Districts must use 15% of their Title VI-B and Section 619 funding allocation if the district is determined to be disproportionate. Disproportionality is determined by either risk ratio factor developed by WESTAT, or inappropriate identification. Data for 05-06 determined that disproportionality is not an area of concern across Alaska’s districts, and neither is inappropriate identification. Therefore no district in Alaska is **required** to utilize 15% of their funding or comprehensive connected early intervention services.
2. Districts are **permitted** to use up to 15% of Title VI-B and Section 619 funds for comprehensive coordinated early intervening services.
 - a. Early intervening services is a set of coordinated services for students in kindergarten through grade 12 (with a particular emphasis on students in K-3) who are currently NOT identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
3. NOTE: Funds may be aligned with activities (RtI, or SWPBIS) funded under the Elementary and Secondary Education Act (ESEA) – IDEA funds Must be used to **supplement, not supplant** funds made available under the ESEA, e.g., Reading First, etc.

More information

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The Six Critical Components of the Response to Intervention Model

1. Initiate Universal Screening
 - Give to children 3 X year
 - Pinpoint early academic difficulties
2. Measure the Problem Areas
 - Develop a plausible hypothesis
 - What's your best assumption
 - Avoid over simplification, anecdotal and opinion data
3. Establish Baseline Data
 - Use curriculum-based measurements
 - Review data for the class, school and district
4. Write an Accountability Plan
 - DO NOT go back and try the same practices using the same materials that you have been using and expect the student to perform differently.
5. Monitor Progress
 - An ongoing systematic process should be used to collect: Academic Data, Social Data, and Behavioral Data.
6. Compare Data
 - Pre-intervention data to Post-intervention data
 - Always share and show the data with parents