

Minutes

State Advisory Council for the Education of Children with Disabilities

The Arkansas Advisory Council for the Education of Individuals with Disabilities met in the Conference Room at the Victory Building, Suite 445, on Thursday, January 18, 2018.

Council Members Present:

Sarah Allen
Cindy Ball
Christine Bennett
Mary Broadaway
Maryanne Caldwell
Dana Davis
Courtney Eubanks
Leslie Faulkner
Dewey Graves
Candia Nicholas
Sherry Rogers
Deborah Swink
Bruce Smith
Eric Treat

Special Education Staff Present:

Linda Barnes
Jody Fields
Christina Foley
Jennifer Gonzales
Yvonne Greene
Jared Hogue
Stacy Kratky
Veronica Milton - MITS
Dara Nix
Rhonda Saunders
Robin Stripling
Lisa Tyler

The meeting began at 10:05 a.m. with Ms. Deborah Swink, chair, calling the Council meeting to order. Ms. Swink welcomed the Advisory Council members and Arkansas Department of Education, Special Education Unit (ADE-SEU) staff to the meeting. Ms. Yvonne Greene, Administrator for Monitoring and Program Effectiveness, introduced Ms. Stacy Kratky as a new ADE-SEU staff member. There was a quorum; therefore, Mr. Eric Treat made a motion to approve the October 24, 2017 minutes and Ms. Christine Bennett seconded. The minutes were approved. Ms. Lisa Tyler, Associate Director, ADE-SEU, informed the Council that according to the By-Laws the Council needs representatives from a Private School and a Public Charter School included in the membership.

Presentation: **Dr. Jody Fields**, Special Education Data Manager, reviewed Arkansas' FFY 16 (2016-2017) Special Education Annual Performance Report (APR) submitted to the Office of Special Education Programs, U. S. Department of Education (OSEP).

Indicator 1: Graduation

Performance Indicator: Percent of youth with IEPs graduating from high school with a regular diploma within a four year period. If a student remains in school more than four years, that student is not counted as a graduate in the calculation. The target was 85%. The reported rate was 84.29% for 2015-2016. The target was not met.

Indicator 2: Dropout

Performance Indicator: Percent of youth with an IEP dropping out of high school. The target for 2015-2016 was 2.29% and the reported rate is 1.60%. The target was met.

Indicator 3: Assessment - Participation and performance of children with IEPs on statewide assessments.

Indicator 3A: Annual Measureable Objective.

This indicator is no longer applicable.

Indicator 3B: Assessment Participation

Performance Indicator: Participation rates for children with IEPs on the statewide assessment. The state must meet the target of 95% for reading and math. The reported rate for reading was 98.81% and the reported rate for math was 98.90%. The target was met.

Indicator 3C: Assessment Proficiency

Performance Indicator: Proficiency rate for children with IEPs against grade level and alternate academic achievement standards. The Arkansas targets for Indicator 3C were based on analysis of trend data. The target for reading was 34.23%. The reported rate for reading was 14.38%. The target was 39.15% for math and the reported rate for math was 17.01%. The targets were not met.

Indicator 4: Discipline

Indicator 4A: Suspension/Expulsion

Performance Indicator: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs compared to general education. This calculation is based on data from the 2015-2016 school year. The target is 5.11% and the actual rate is 7%; 22 districts out of 73 districts did not meet the target. The target was not met.

Indicator 4B: Suspension/Expulsion

Compliance Indicator: Percent of districts that have significant discrepancy by race or ethnicity in the rate of suspensions and expulsions.

The federal target is zero percent. The State identified ten districts as having a significant discrepancy. After a review of their policies, procedures, and practices via the self-assessment, the State did not determine any districts with discrepancies resulting from inappropriate policies, procedures, and practices. The target was met.

Indicator 5: Least Restrictive Environment (LRE)

Performance Indicator: Percent of children ages six through twenty-one removed from regular class, served in public/private separate school, residential facility, homebound, or hospital placement not including corrections or private schools:

- A. Inside the regular class 80% or more of the day,
- B. Inside the regular class less than 40% of the day, or
- C. In separate schools, residential facilities or homebound/hospital placements.

Based on the December 2016 child count, the target for children inside the regular class 80% of the day or more is 59.85% and the actual rate was 53.08%. The target was not met. The target for children inside the regular class less than 40% of the day was 12.64% and the actual rate was 13.40%. The target was not met. The target for children in separate schools, residential facilities or homebound/hospital placements is 2.46% and the actual rate was 2.30 %. The target was met.

Indicator 6: Preschool Least Restrictive Environment (LRE)

Performance Indicator: Percent of preschool children ages three through five with IEPs attending:

- A. Regular early childhood program, receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility

The State did not meet the target of $\geq 33.95\%$ for regular early childhood program with an actual rate of 26.78%. The State did not meet the target of $\leq 29.83\%$ for the percent of students receiving services in a separate school or residential facility with an actual rate of 29.89%. Arkansas is working with two technical assistance centers that specifically address early childhood.

Indicator 7: Preschool Outcomes

Performance Indicator: Percent of preschool children aged three through five with improved

- A. Positive social-emotional skills,
- B. Acquisition and use of knowledge and skills, and
- C. Use of appropriate behaviors.

Each outcome has two targets measuring the increased rate of growth when entering the program and then functioning within age expectations, when the child exits the program.

- A. Positive social-emotional skills
 - Entry: Target 90.60% - Actual rate 85.13%
 - Exit: Target 67.76% - Actual rate 56.66%
- B. Knowledge and skills

- Entry: Target 91.42% - Actual rate 85.26%
- Exit: Target 58.17% - Actual rate 45.67%
- C. Appropriate behaviors
 - Entry: Target 91.07% - Actual rate 85.93%
 - Exit: Target 75.46% - Actual rate 65.54%

The State did not meet the targets in these three categories.

Indicator 8: Parent Involvement

Performance 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. These are based upon parent surveys which the district has given to the parents. The State did not meet the target of 92.88% for parents of early childhood students; the actual rate was 92.32%. The State did not meet the target of 95.49% for parents of school age students; the actual rate was 93.18%.

Indicator 9: Disproportionate Representation

Compliance Indicator: Percent of districts with disproportionality due to inappropriate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

No districts were identified as having disproportionate representation that was a result of inappropriate identification.

Indicator 10: Disproportionate Representation

Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. No districts were determined to have disproportionality in racial and ethnic groups in specific disability categories that was a result of inappropriate identification.

Indicator 11: Child Find - Evaluation Timelines

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. The target percentage for 2016-2017 was 100%. The State rate was 99.75%. The target was not met.

Indicator 12: Preschool Transition

Compliance Indicator: Percent of children referred by Part C, birth to three years old found eligible and have an IEP developed by their third birthday and transitioning out of birth to three years old to Part B. As a compliance indicator, the target is 100%. The actual rate was 100%. The target was met.

Indicator 13: Secondary Transition

Compliance Indicator: Percent of youth aged sixteen 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 service needs. This is a compliance indicator, so the target is 100%. The State rate was 98.85%. The target was not met.

Indicator 14: Post-School Outcomes

Performance 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.

A. Percent of youth who had IEPs, are no longer in secondary school, and enrolled in postsecondary school within one year of leaving high school. The target for students enrolled in higher education within one year 14.82% and the actual rate was 20.00%. The target was met.

B. Percent of youth who had IEPs, are no longer in secondary school, and who have been enrolled in postsecondary school or competitively employed within one year of leaving high school. The target for students enrolled in higher education or competitively employed within one year was 50.51% and the actual rate was 48.78%. The target was not met.

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. The target for students enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment was 61.70% and the actual rate was 65.85%. The target was met.

Indicator 15: Resolution Sessions

Performance Indicator: Percent of hearing requests that were resolved through resolution agreements. The target for resolution sessions that were resolved through resolution sessions was 62.84% and the actual rate 12.50%. The target was not met.

Indicator 16: Mediation

Performance Indicator: Percent of mediations that resulted in mediation agreements. The target of 79.48% was met with an actual rate of 100%.

Presentation: Dr. Jody Fields – Significant Disproportionality

Dr. Fields presented a brief review of the revised federal regulations for the identification of Significant Disproportionality and the provision of Coordinated Early Intervening Services (CEIS) outlined in Section 616 of IDEA. In the last meeting the Council voted to change the cell size to 5, the N size to 15 and the risk ratio to 3 for the disproportionality calculation. OSEP has proposed a delay to the start date for two years and to extend the time for public comments. Even if OSEP delays the implementation of the revised regulations, the State plans to include all of the discipline components in the spring 2019 calculation.

Section reports were presented and discussed with the Council.

Ms. Lisa Tyler shared information with the Council regarding the Special Education Unit budget application for the coming year and the distribution of funds within the various allowable categories. A possible focus for the coming year is Universal Design for Learning. The Council suggested including funds to help districts meet sensory needs in the schools, mini grants which districts could obtain for special needs, and partnering with other groups for services to assist districts.

Next Steps and Final Remarks:

The Council was invited to have the next meeting in Jonesboro, AR at Westside School District. Ms. Leslie Faulkner made a motion and Ms. Dana Davis seconded that the next meeting be on Wednesday, May 2, at the Westside High School library in Jonesboro, AR at 10:00 a.m.

Ms. Christine Bennett made a motion to adjourn the meeting and Ms. Leslie Faulkner seconded. The meeting was adjourned at 2:25 p.m.