

## State Advisory Council for the Education of Children with Disabilities Minutes

The Arkansas Advisory Council for the Education of Children with Disabilities met online via Zoom on Tuesday, January 18, 2022.

### **Council Members Present:**

Cindy Ball  
Joseph Baxter  
Julie Callison  
Marcella Dalla Rosa  
Dana Davis  
Tracy Dowell  
Courtney Eubanks  
Leslie Faulkner  
Angeletta Giles  
Jessica Hickman  
Lacey Monroe  
Sherry Rogers  
Bruce Smith  
Deb Swink  
Ross White  
Robyn Williams  
Sonja Wright-McMurray

### **Special Education Staff Present:**

Jeff Adams  
Bonnie Boaz  
Jody Fields  
Yvonne Greene  
Josh Hart  
Danita Pitts  
Rick Porter  
Rhonda Saunders  
Matt Sewell  
Robin Stripling  
Michelle Waldo

### **Guests:**

Tim Johnston - DCTE  
Tonya Wilkerson - DOC

The meeting began at 9:15 a.m. with Ms. Courtney Eubanks, Chairperson, calling the Council meeting to order. Ms. Eubanks welcomed the Advisory Council members and Division of Elementary and Secondary Education, Office of Special Education (DESE-OSE) staff to the meeting.

### **Approval of Meeting Minutes:**

A motion was made and seconded to approve the minutes from the October 12, 2021, meeting. The minutes were approved by the council.

**Presentation: Dr. Jody Fields, Special Education Data Manager,** reviewed Arkansas' FFY 2020 (2019-2020 data) Special Education Annual Performance Report (APR) submitted to the Office of Special Education Programs, U. S. Department of Education (OSEP). Over the past year, Dr. Fields and Dr. Adams held numerous stakeholder input sessions, virtually and in-person, around setting the Special Education State Performance Plan/Annual Performance Report (SPP/APR) targets for the next six years. Dr. Jody Fields presented the results of these meetings, the final targets, and how the state is performing against the new targets. The SPP/APR Indicators include: Indicator 1: Graduation; Indicator 2: Dropout; Indicator 3: Assessment; Indicator 4: Discipline; Indicator 5: School Age Educational Environment; Indicator 6: Preschool Educational Environment; Indicator 7: Preschool Outcomes; Indicator 8: Family Involvement; Indicator 9: Disproportionality; Indicator 10: Disproportionality by Disability; Indicator 11: Child Find; Indicator 12: Preschool Transition; Indicator 13: Secondary Transition; Indicator 14: Post-School Outcomes; Indicator 15: Resolution Session; Indicator 16: Mediation; and Indicator 17: State Systemic Improvement Plan (SSIP)

### **Indicator 1: Graduation**

Results indicator: Percent of youth with IEPs graduating from high school with a regular 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 EDFacts file specification FS009.

The target was 88%. The reported rate was 90.86%. The target was met.

### **Indicator 2: Dropout**

Results indicator: Percent of youth with IEPs dropping out of high school. (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 EDFacts file specification FS009.

The target was 10.00% and the reported rate is 7.28%. The target was met.

### **Indicator 3: Assessment**

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 EDFacts file specifications FS185 and 188.

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

Dr. Fields explained that in the past reporting statewide assessment numbers, all grade levels, (grades three through ten - literacy and math) were being reported for participation and proficiency. Only two sub-indicators used to be reported and now there are four sub-indicators. Only three groups are reported in the data: grades four, eight and high school. In the state of Arkansas, High School is both ninth and tenth grade. The numbers have been combined to create the High School category. Reporting must be done on reading and math.

### **Indicator 3A: Participation**

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.

Targets through FFY 2025								
Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

FFY 2020 SPP/APR Data: Reading Assessment								
Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	5,287	5,403		95.00%	97.85%	N/A	N/A
B	Grade 8	4,847	5,087		95.00%	95.28%	N/A	N/A
C	Grade HS	8,632	9,282		95.00%	93.00%	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment								
Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	5,297	5,403		95.00%	98.04%	N/A	N/A
B	Grade 8	4,870	5,086		95.00%	95.75%	N/A	N/A
C	Grade HS	8,713	9,284		95.00%	93.85%	N/A	N/A

### Indicator 3B: Proficiency on the Regular Assessment

#### 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)]. These data are calculated separately for reading and math, and calculated 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.

Targets through FFY 2025								
Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	6.68%	6.91%	7.13%	7.36%	7.59%	7.81%
Reading	B >=	Grade 8	4.46%	4.73%	5.01%	5.27%	5.55%	5.83%
Reading	C >=	Grade HS	3.56%	3.71%	3.85%	3.99%	4.14%	4.29%
Math	A >=	Grade 4	14.23%	14.57%	14.90%	15.24%	15.57%	15.91%
Math	B >=	Grade 8	3.54%	3.83%	4.11%	4.40%	4.69%	4.98%
Math	C >=	Grade HS	2.58%	2.71%	2.83%	2.96%	3.08%	3.21%

FFY 2020 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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	332	4,973		6.68%	6.68%	N/A	N/A
B	Grade 8	203	4,547		4.46%	4.46%	N/A	N/A
C	Grade HS	287	8,070		3.56%	3.56%	N/A	N/A

FFY 2020 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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	709	4,984		14.23%	14.23%	N/A	N/A
B	Grade 8	162	4,571		3.54%	3.54%	N/A	N/A
C	Grade HS	210	8,154		2.58%	2.58%	N/A	N/A

### Indicator 3C: Proficiency on the Alternate Assessment

#### 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)]. These data are calculated separately for reading and math, and calculated 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.

Targets through FFY 2025								
Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	30.57%	32.66%	34.74%	36.83%	38.91%	40.99%
Reading	B >=	Grade 8	15.00%	17.87%	19.96%	22.05%	24.13%	26.22%
Reading	C >=	Grade HS	11.21%	16.35%	18.43%	20.52%	22.60%	24.69%
Math	A >=	Grade 4	11.50%	14.92%	18.35%	21.77%	25.20%	28.62%
Math	B >=	Grade 8	12.04%	16.30%	20.56%	24.82%	29.08%	33.33%
Math	C >=	Grade HS	15.21%	19.22%	23.24%	27.25%	31.26%	35.28%

FFY 2020 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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	96	314		30.57%	30.57%	N/A	N/A
B	Grade 8	45	300		15.00%	15.00%	N/A	N/A
C	Grade HS	63	562		11.21%	11.21%	N/A	N/A

FFY 2020 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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	36	313		11.50%	11.50%	N/A	N/A
B	Grade 8	36	299		12.04%	12.04%	N/A	N/A
C	Grade HS	85	559		15.21%	15.21%	N/A	N/A

### Indicator 3D: Proficiency Gap on the Regular Assessment

#### Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. These data are calculated separately for reading and math, and calculated 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.

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A <=	Grade 4	35.24	34.74	34.24	33.74	33.24	32.74
Reading	B <=	Grade 8	42.75	42.20	41.65	41.10	40.55	40.00
Reading	C <=	Grade HS	37.35	36.69	36.02	35.35	34.69	34.02
Math	A <=	Grade 4	33.83	33.32	32.81	32.30	31.79	31.28
Math	B <=	Grade 8	40.12	38.77	37.42	36.07	34.72	33.37
Math	C <=	Grade HS	28.24	27.78	27.31	26.84	26.38	25.91

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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	6.68%	36.23%		35.24	29.56	Met target	N/A
B	Grade 8	4.46%	43.12%		42.75	38.65	Met target	N/A
C	Grade HS	3.56%	37.53%		37.35	33.97	Met target	N/A

FFY 2020 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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	14.23%	43.06%		33.83	28.84	Met target	N/A
B	Grade 8	3.54%	36.21%		40.12	32.67	Met target	N/A
C	Grade HS	2.58%	24.26%		28.24	21.68	Met target	N/A

#### Indicator 4: Discipline

##### Indicator 4A: Suspension/Expulsion

Results indicator:

4A.a. 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; and

4A.b. Percent of districts that have: (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.

The target was 29.80% and the actual rate is 10.53%; 2 out of 19 districts had a significant discrepancy. The target was met.

##### Indicator 4B: Suspension/Expulsion

Compliance Indicator - Rates of suspension and expulsion:

4B.a. 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; and

4B.b. Percent of districts that have: (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.

The federal target is zero percent. The State identified one district as having a significant discrepancy. After a review of their policies, procedures, and practices via the self-assessments, the State determined one district with discrepancies resulting from inappropriate policies, procedures, and practices. The target was met.

## **Indicator 5: Education Environments (Children 5-21)**

Results Indicator: Percent of children with IEPs ages five who are enrolled in kindergarten and 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.  
(20 U.S.C. 1416(a)(3)(A))

Based on the December 2020 child count, the target for children inside the regular class 80% of the day or more is 57.32% and the actual rate was 58.83%. The target was met. The target for children inside the regular class less than 40% of the day was 12.08% and the actual rate was 11.66%. The target was met. The target for children in separate schools, residential facilities or homebound/hospital placements is 1.99% and the actual rate was 1.92%. The target was met.

## **Indicator 6: Preschool Environments**

Results 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,
- C. Receiving special education and related services in the home.  
(20 U.S.C. 1416(a)(3)(A))

The State did not meet the target of 21.44% for regular early childhood program with an actual rate of 18.77%. The State did not meet the target of 19.73% for the percent of students receiving services in a separate school or residential facility with an actual rate of 21.71%. The target is set for 1.08%, which is now the new baseline.

## **Indicator 7: Preschool Outcomes**

Results Indicator: Percent of preschool children ages three through five 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.

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 89.16% - Actual rate 87.32%  
Exit: Target 66.32% - Actual rate 62.57%
- B. Knowledge and skills



Entry: Target 89.98% - Actual rate 87.98%

Exit: Target 66.32% - Actual rate 47.93%

C. Appropriate behaviors

Entry: Target 90.71% - Actual rate 88.85%

Exit: Target 75.95% - Actual rate 70.08%

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

**Indicator 8: Parent Involvement**

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. These are based upon parent surveys which the district has given to the parents. The State did meet the target of 89.94% for parents of preschool students; the actual rate was 90.55%. The State did meet the target of 94.05% for parents of school age students; the actual rate was 96.23%.

**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 as a result of inappropriate identification.

The State did meet the target in this category.

**Indicator 10: Disproportionate Representation in Specific Disability Categories**

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 as a result of inappropriate identification.

The State did meet the target in this category.

**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 2019-2020 was 100%. The State rate was 99.35%. The target was not met.

**Indicator 12: Early Childhood Transition**

Compliance Indicator: Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. 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 updated annually 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 84.34%. The target was not met.

### **Indicator 14: Post-School Outcomes**

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.

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 is 13.06% and the actual rate was 15.82%. The target was met.

B. Percent of youth who had IEPs, are no longer in secondary school, and who have been enrolled in higher education 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 49.21% and the actual rate was 64.06%. The target was 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 59.89% and the actual rate was 68.36%. The target was met.

### **Indicator 15: Resolution Sessions**

Results Indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. The target for resolution sessions that were resolved through resolution session agreements was 56.96% and the actual rate was 58.82%. The target was met.

### **Indicator 16: Mediation**

Results Indicator: Percent of mediations that resulted in mediation agreements. The target of 75.00% was met with an actual rate of 100%.

**Indicator 17: State Systemic Improvement Plan – State Identified Measurable Result (SiMR): Dr. Jeff Adams**

Performance Indicator: Percent of students with disabilities (SWD) in grades 3- 5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state. The target of 60.66% was met with an actual rate of 64.37%. The target data for this performance indicator remains the same from the previous year, due to the impact of unavailable statewide assessment data related to COVID-19.

Dr. Jeff Adams, State Systemic Improvement Plan Coordinator, reviewed stakeholder feedback, comments and suggestions regarding the baseline and target information for the State-identified Measurable Result (SiMR). The source of SSIP data for the SiMR will be all schools supported by the Inclusive Practices PLC Project and the State Personnel Development Grant (SPDG). Dr. Adams reported that the SiMR target was met for the FY 21 report period.

**Mr. Matt Sewell, Director for Division of Elementary and Secondary Education, Special Education**, provided a brief monitoring announcement from OSEP. Arkansas is in the first cohort for OSEP's new monitoring protocol; this is a three-year process. At some point, they will be onsite. We are currently in phase one, the fiscal monitoring phase. Phase two is compliance monitoring procedures. We will keep our focus on results, focusing on the best outcomes for kids. The annual budget meeting has been scheduled for February 3, 2021, at 3:30 p.m.

**Section Reports:**

Section Reports were presented and are available to view on the Special Education website.

**Next Steps and Final Remarks:**

The next Council meeting is scheduled for April 19, 2022, at 10:00 a.m. The meeting was adjourned at 1:10 p.m.