

State Advisory Council for the Education of Children with Disabilities Minutes

The Arkansas Advisory Council for the Education of Children with Disabilities met in the ADE Auditorium, Four Capitol Mall, Little Rock on Tuesday, January 17, 2023.

Council Members Present:

Joseph Baxter - Online
Marcella Dalla Rosa
Tracey Dowell - Online
Courtney Eubanks - Online
Teresa Hendrix - Online
Jessica Hickman
Gregory Hodges
Patricia James
Sherry Rogers
Bruce Smith
Rebecca Walker
Robyn Williams
Sonja Wright-McMurray

Special Education Staff Present:

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

The meeting began at 9:00 a.m. with Dr. Bruce Smith, Co-chairperson, calling the Council meeting to order. Dr. Smith 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 July 19, 2022 and October 18, 2022, meetings. The minutes were approved by the council.

Mr. Matt Sewell, Director of Special Programs for Division of Elementary and Secondary Education, Special Education, mentioned the need for new advocates, parents, and general education teacher representation from the southern region of Arkansas for the Advisory Council. Please submit all written nominations via email to Courtney or Matt for consideration.

Presentation: Dr. Jody Fields, Special Education Data Manager, reviewed Arkansas' FFY 2021 (2020-2021 data) Special Education Annual Performance Report (APR) submitted to the Office of Special Education Programs, U. S. Department of Education (OSEP). Dr. Fields and Dr. Jeff Adams presented the indicator results of the FFY 2021 Special Education Annual Performance Report (APR) against the targets laid out in the State Performance Plan (SPP) last year. 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 89.76%. 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 8.47%. 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.

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)]. 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	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 2021 SPP/APR Data: Reading Assessment								
Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	5,668	5,716	97.85%	95.00%	99.16%	Met target	No Slippage
B	Grade 8	5,054	5,159	95.28%	95.00%	97.96%	Met target	No Slippage
C	Grade HS	9,325	9,645	93.00%	95.00%	96.68%	Met target	No Slippage

FFY 2021 SPP/APR Data: Math Assessment								
Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	5,673	5,715	98.04%	95.00%	99.27%	Met target	No Slippage
B	Grade 8	5,087	5,164	95.75%	95.00%	98.51%	Met target	No Slippage
C	Grade HS	9,389	9,655	93.85%	95.00%	97.24%	Met target	No Slippage

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 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	466	5,333	6.68%	6.91%	8.74%	Met target	No Slippage
B	Grade 8	256	4,732	4.46%	4.73%	5.41%	Met target	No Slippage
C	Grade HS	353	8,712	3.56%	3.71%	4.05%	Met target	No Slippage

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	717	5,337	14.23%	14.57%	13.43%	Did not meet target	No Slippage
B	Grade 8	199	4,765	3.54%	3.83%	4.18%	Met target	No Slippage
C	Grade HS	191	8,776	2.58%	2.71%	2.18%	Did not meet target	Slippage

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 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	122	335	30.57%	32.66%	36.42%	Met target	No Slippage
B	Grade 8	51	322	15.00%	17.87%	15.84%	Did not meet target	No Slippage
C	Grade HS	56	613	11.21%	16.35%	9.14%	Did not meet target	Slippage

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	57	336	11.50%	14.92%	16.96%	Met target	No Slippage
B	Grade 8	44	322	12.04%	16.30%	13.66%	Did not meet target	No Slippage
C	Grade HS	88	613	15.21%	19.22%	14.36%	Did not meet target	No Slippage

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.

Targets through FFY 2025								
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

FFY 2021 SPP/APR Data: Reading 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	8.74%	37.75%	29.56	34.74	29.01	Met target	No Slippage
B	Grade 8	5.41%	46.53%	38.65	42.20	41.12	Met target	No Slippage
C	Grade HS	4.05%	38.91%	33.97	36.80	34.85	Met target	No Slippage

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	13.43%	41.96%	28.84	33.32	28.53	Met target	No Slippage
B	Grade 8	4.18%	38.56%	32.67	38.77	34.38	Met target	No Slippage
C	Grade HS	2.18%	26.82%	21.68	27.78	24.64	Met target	No Slippage

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 29.50% and the actual rate is 10.53%; 0 out of 19 districts had a significant discrepancy.

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 no districts as having a significant discrepancy.

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 2021 child count, the target for children inside the regular class 80% of the day or more is 57.70% and the actual rate was 59.81%. The target was met. The target for children inside the regular class less than 40% of the day was 11.98% and the actual rate was 11.56%. 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 1.78%. 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 22.13% for regular early childhood program with an actual rate of 18.57%. The State did not meet the target of 19.25% for the percent of students receiving services in a separate school or residential facility with an actual rate of 21.67%. The state did meet the target of 1.04% for the percent of students receiving services at home with an actual rate of .37%.

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
Growth: Target 89.64% - Actual rate 90.06% Met target, no slippage
Reached age level: Target 66.80% - Actual rate 64.60% Did not meet target, no slippage
- B. Knowledge and skills
Growth: Target 90.46% - Actual rate 90.18% Did not meet target, no slippage
Reached age level: Target 56.21% - Actual rate 48.43% Did not meet target, no slippage
- C. Appropriate behaviors
Growth: Target 90.71% - Actual rate 88.85% Did not meet target, slippage
Reached age level: Target 75.95% - Actual rate 70.08% Did not meet target, no slippage

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 90.92% for parents of preschool students; the actual rate was 91.42%. The State did meet the target of 94.53% for parents of school age students; the actual rate was 95.95%.

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 2020-2021 was 100%. The State rate was 99.37%. 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 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. This is a compliance indicator, so the target is 100%. The State rate was 78.22%. 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 13.26% and the actual rate was 15.64%. 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 49.87% and the actual rate was 67.92%. 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 60.44% and the actual rate was 73.62%. 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 58.92% and the actual rate was 64.29%. 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 94.74%.

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 61.50% was met with an actual rate of 67.25%.

Dr. Jeff Adams, State Systemic Improvement Plan Coordinator, reviewed the data for Indicator 17: State Systemic Improvement Plan. He indicated that, for the second year in a row, Arkansas exceeded the target for the State-identified Measurable Result (SiMR), which is the percentage of students in grades 3-5 and in SSIP-targeted schools who demonstrate moderate to high growth as measured by statewide testing. Dr. Adams also reviewed efforts to continue building agency infrastructure and coherence with the technical assistance provided to LEAs. In addition, Dr. Adams also reviewed efforts and solicited suggestions from the Advisory Council in ongoing ways to promote stakeholder engagement for Indicator 17.

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 July 18, 2023, at 10:00 a.m. The meeting was adjourned at 1:27 p.m.