ALL IN

April 15, 2025
Advisory Council

DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Arkansas Transition Services

- *Film Camp*

- *CIRCLES*

- *STAR*

- *College Bound Arkansas*

- *Capacity Building Institute*

CAYSI

- CAYSI verified 266 children on the 2024 DeafBlind Child Count

- Next steps in progress with Infant Hearing Program/EHDI MOA to increase early identification and intervention

- APR in progress for Year 2 of current grant cycle

- Language Acquisition Workgroup - collaborating with Arkansas professionals to select assessments to measure early language proficiency for Deaf/Hard of Hearing children throughout Arkansas

Curriculum and Assessment

- 1% Tiered Monitoring has concluded. All Districts that assessed more than 1% of their student population with the alternate assessment underwent some form of monitoring.
- MIDAS Grant - Currently developing parent resources and teacher modules to support students who are on the cusp of taking the Alternate Assessment.
- Assessment Course Development - contributing to course development as part of the alternate special education licensure pathway.
- Deborah Grimmett started yesterday, focusing on our 1% student population.

Early Childhood

- Building Access for Students in Classrooms (BASIC) website update to align with CLASS observation tool used by the Office of Early Childhood (OEC)
  - Stipend issues for Pyramid Project
  - Materials Orders Out Now

- Due to staff limitations, will be continuing next year with same project sites and not taking on a new cohort

- Vision and Hearing Collaborative website Published

- Working with Behavior Help and Project Play to create a process for kindergarten transition of students with challenging behavior but no IEP
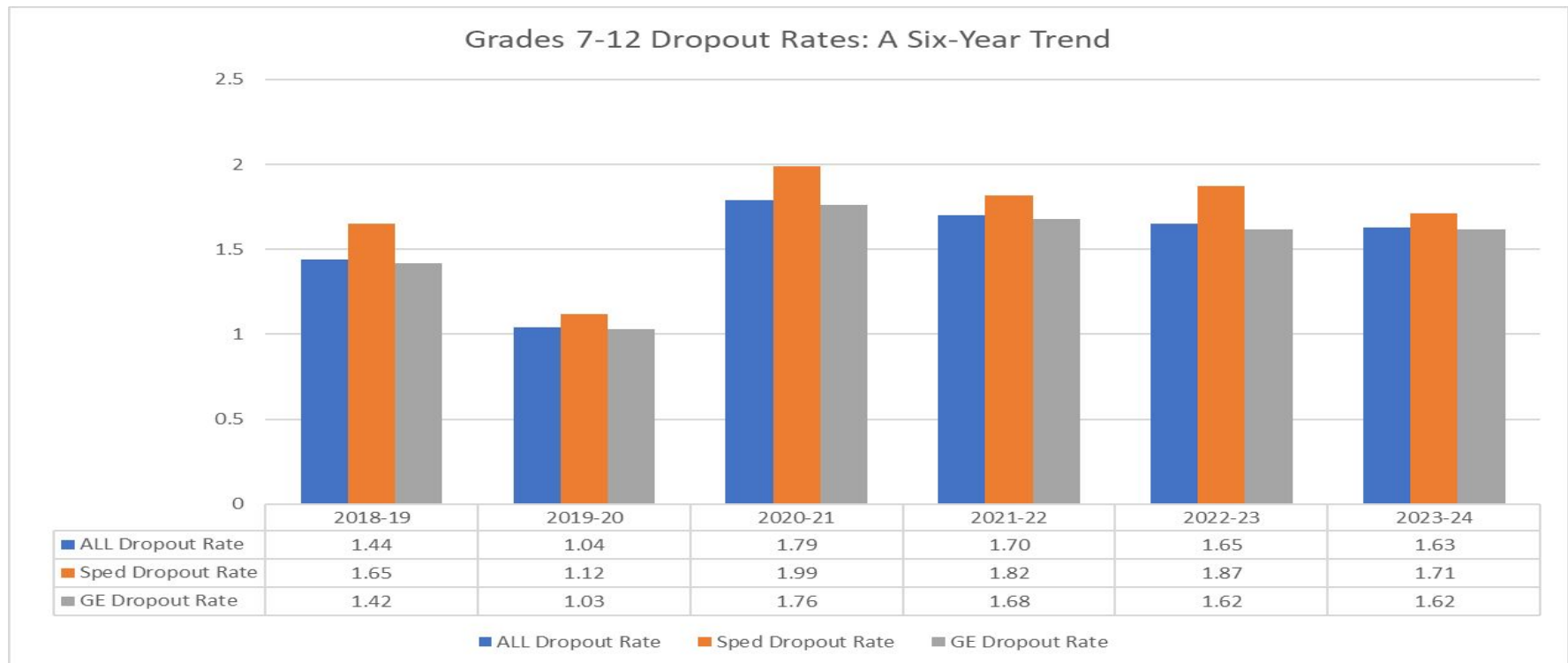
Grants & Data Management

- Working on High-Cost Occurrence:
  - 24-25: 2175 claims
  - 23-24: 1796 approved claims
  - 21% increase in claims
- Still awaiting the 25-26 IDEA Part B & C allocation
- Year 2 AR App:
  - Focusing on supporting LEAs in advocating around recruitment & retention
- Period 2 program monitoring:
  - 1 remaining LEA (onsite)

IDEA Data & Research

2024-25 Child Count
- School Age   72,076
- Early Childhood   10,169
- Overall   82,245

Dropout: Special Education Rates (grades 7-12) compared to Overall and General Education for the past six-years

Grades 7-12 Dropout Rates: A Six-Year Trend

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ALL Dropout Rate	1.44	1.04	1.79	1.70	1.65	1.63
Sped Dropout Rate	1.65	1.12	1.99	1.82	1.87	1.71
GE Dropout Rate	1.42	1.03	1.76	1.68	1.62	1.62

■ ALL Dropout Rate   ■ Sped Dropout Rate   ■ GE Dropout Rate

Monitoring & Program Effectiveness

- Timeframe 1 review ended on January 30, 2025. District letters of findings have been sent.
- Timeframe 2 ended on February 10, 2025. The verification period ends on May 11, 2025. Letters of findings for these districts will be sent after May 11.
- Some districts who had onsite monitoring are still in the verification period.

SSIP: Theory of Action

SSIP Strand of Action	If the DESE…	Then LEAs will…	Then Educators will…	Then Students will…	So that…
Collaboration	Expands and coordinates a coherent system of support aligned with existing DESE initiatives, differentiating based on LEAs' needs and data, and more effectively leverages resources to increase the reach and impact of the agency's work	Receive a more streamlined and effective system of support to implement frameworks of improvement, advance inclusive administrator leadership, create strong distributive leadership teams, and build MTSS for behavior and academics, with a focus on literacy	Gain access to collaborative networks and resources that foster continuous professional growth and collective efficacy in implementing evidence-based practices	Experience improved access to high-quality, differentiated instruction, leading to better outcomes in behavior and academics, with a focus on literacy, and increased opportunities for growth in the least restrictive environments	The percentage of students with disabilities in grades 3-5, from targeted schools, will demonstrate moderate or high value-added growth scores in reading when compared to all students for the same subject and grade level in the state
Professional Learning, Technical Assistance, and Dissemination	Transforms personnel development through a system of competency-based professional learning and technical assistance aligned with DESE initiatives and tailored to LEAs' needs, scaling Arkansas's MTSS and meaningful access model, including UDL and evidence-based practices, to increase student success in behavior and academics, with a focus on literacy	Benefit from a structured and evidence-based approach to improving practices and increasing the district's capacity to implement MTSS and meaningful access for students with disabilities	Acquire the skills and tools necessary to implement UDL, HLPs, and other evidence-based practices in their classrooms, ensuring they are equipped to provide specially designed instruction to meet the unique needs of students		

Build greater capacity in general and special educators' knowledge and skills with Specially Designed Instruction

State Personnel Development Grant (SPDG)

Implementing Flexible Grouping Micro-credential released!

5th Cohort of Cognitive Coaching are now certified.

SPDG has certified nearly 200 Educators across the state of Arkansas!