



ALL IN

July 16, 2024
Advisory Council



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Arkansas Transition Services

- Provided summer professional learning opportunities on compliance and inclusive practices in all Co-ops.
- College Bound Arkansas at University of Central Arkansas
- Career and Technical Education Summer Camp at Northwest Arkansas Community College in Bentonville - *a collaborative event with Division of Career and Technical Education, Arkansas Rehabilitation Services, and Arkansas Transition Services*
- Career and Technical Education Summer Camp at Saline County Career Technical Campus in Benton - next week!
- Preparing for the 2024 Arkansas Transition Services Summit!
 - *Featured speaker, Dr. Erik Carter*
- *Seamless Transition in Arkansas (STAR) updates*

CAYSI

- Ongoing planning and preparation with multiple State DeafBlind programs to create a Family Storytime, developed by Gwyn McCormack, a Teacher of the Visually Impaired from London, England, to increase family engagement and literacy skills for children who are DeafBlind. AR will create marketing materials to be used across multiple platforms.
- CAYSI is spearheading work with National Center for DeafBlindness to create an online repository for the DeafBlind Project network to align efforts with the Common Project Measures.
- Participation as a vendor with Hands & Voices family zoo day and 2024 Education Innovation Rally to provide greater awareness and resources to families and education teams.
- Technical Assistance provided to six families in the area of emotional support, access to the general curriculum, communication, and leadership.
- Currently in collaboration with Helen Keller National Center to provide a multiple webinars with a target date of October to launch first panel discussion regarding transition with VR services across the spectrum of supports and needs of the Deafblind community.

Curriculum and Assessment

Summer Trainings:

- Foundations of Literacy Instruction for Students with Extensive Support Needs
- Inclusive Education Training of Trainers, Days Five and Six

2024-2025 Projects:

- Meaningful Access Specialist Training of Trainers
 - Thirty-eight districts are expected to participate.
- MTSS/UDL with Novak Education
 - Fifteen districts are expected to participate.

Early Childhood Special Education

- Move to 2 Capitol Mall
- Summer Professional Development Schedule in Process for Functional Goals Writing
- EC Pyramid Model Project + Building Arkansas Strong through Inclusive Classrooms = Building Access for Students In Classrooms (BASIC 2.0)
 - Drafting a Crosswalk to align our project work with the CLASS assessment tool
- Requested to present at the Improving Data, Improving Outcomes and National Association of State Directors of Special Education Conferences

Grants & Data Management

- High-Cost Occurrence:
 - \$16,998,150 payment processed on 06/11/2024.
 - 3 million dollar increase by the adequacy committee to the HCO reimbursement fund.
 - Prorated at 64.7852%
 - 1853 claims submitted
 - 1795 claims approved
 - Increase of 222 approved claims compared to 2022-23 HCO reimbursement
- SFY 2025 officially started on 07/01/2024.
 - LEAs will be in period 13 through the end of August when the ability to amend SFY 24 expenditures and budgets will stop.
- AR App, the consolidated application for Federal and State funds, was due on June 28th.

Monitoring & Program Effectiveness

Monitoring

- We are finalizing CAPs from timeframe 2
- 14 monitoring CAPs this year (8 last year)
- Beginning to prepare for 2024-25 monitoring (Cycle 1)
- Statewide move to a 5 year cycle

Program Effectiveness

- Summer PD “Do the IEP Basics Better” is ongoing at co-ops. Full sessions in multiple locations
- Executive Functioning training will be done in 3 or 4 locations this month

SSIP: Theory of Action

Action Strand: Collaboration

Expand a **coherent system of support** that is aligned with other DESE Units and is **differentiated based on LEAs' needs** as evidence by data.

If the DESE...

Then DESE will...

Then LEAs will...

Aligns and coordinates existing resources, systems, and agency initiatives

- More effectively **leverage resources** to improve services for students with disabilities
- Increase the **reach and impact** of the agency's work with LEAs
- Increase capacity to **differentiate support** based on LEAs' needs

- Implement **frameworks for improvement** (HRS)
- Advance inclusive **administrator leadership**
- Create strong **distributive leadership**
- Increase **educator capacity** to provide **high quality instruction**
- Build **MTSS** for behavior and academics, focus on literacy

SSIP: Theory of Action

Action Strand: Professional Learning, Technical Assistance, and Dissemination

In collaboration with other DESE Units, transform personnel development through the implementation of **competency-based professional learning** to scale Arkansas's **MTSS and inclusive practices model, including UDL and other evidence-based practices**, to increase student success in behavior and academics, with a focus on literacy.

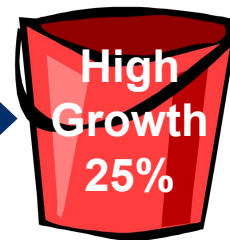
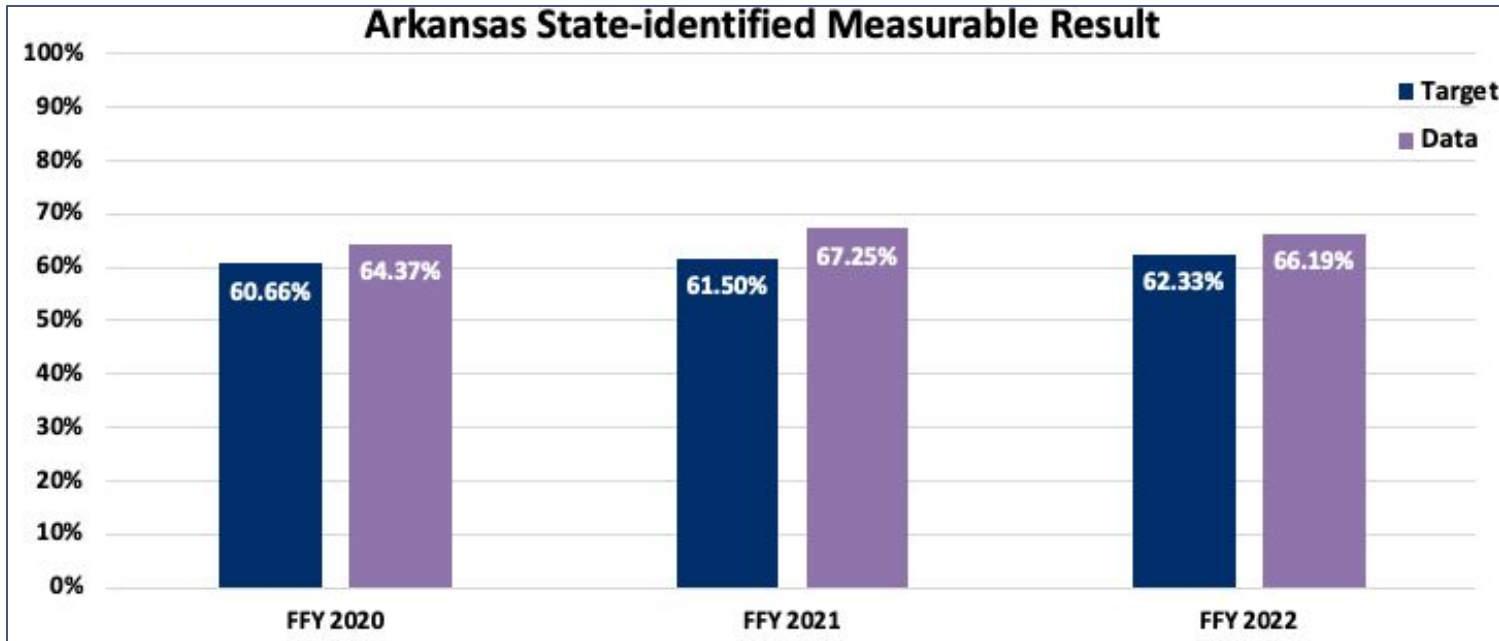
If the DESE...

- Creates a **system of PL/TA** that is aligned with other Units and differentiated based on LEAs' needs
- Designs and implements **evidence-based PL/TA** for educators of students with disabilities
- Restructures and promotes **inclusive practices model** to include **UDL** and other **EBPs** and uses PL/TA to implement **MTSS** for behavior and academics/literacy

Then LEAs will...

- Increase **educator capacity** to implement EBPs and systems of support
- Increase **access** to aligned, effective, differentiated, and individualized resources available to support LEAs

SSIP: State-identified Measurable Result (SiMR)



So That...

The percentage of students with disabilities in grades 3 – 5, from SSIP- and SPDG-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.

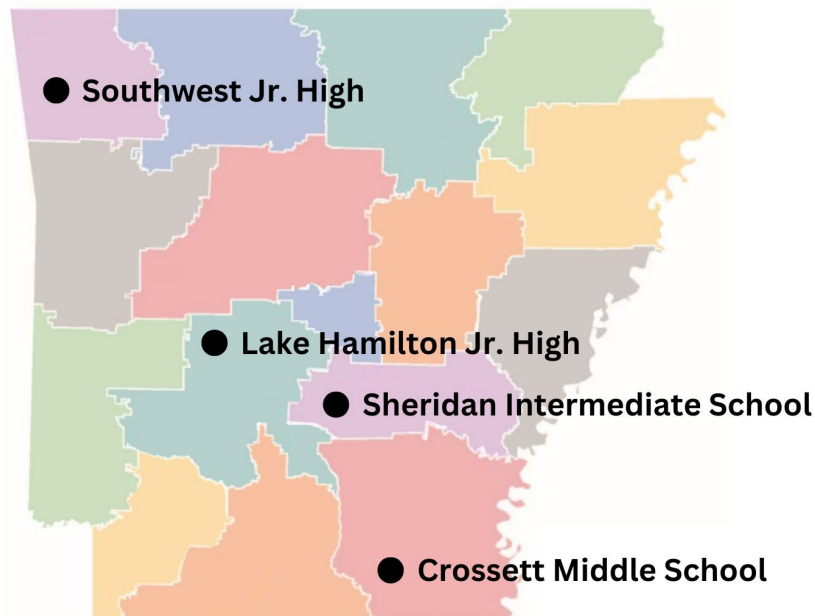
SSIP: Evaluation Plan

Evaluation Questions To what degree...	Data Collection Tool	Data Collection Frequency
<p>...are districts implementing core components within the Meaningful Access Project (MAP)?</p> <ul style="list-style-type: none"> ● Framework for Improvement (HRS) ● Distributive Leadership ● Inclusive Administrator Leadership ● Evidence-based instructional practices ● MTSS 	<p>A. MAP Needs Assessment B. Principal & educator self-efficacy survey C. LRE data D. PL Impact Survey E. ATLAS Summative Assessment</p>	<p>A. Fall and Spring B. Fall and Spring C. Annually D. Ongoing E. Annually</p>
<p>...are educators proficiently implementing UDL, HLPs, and other evidence-based instructional practices?</p>	<p>A. Educator self-efficacy survey B. PL Impact Survey</p>	<p>A. Ongoing B. Ongoing</p>
<p>...is professional learning and technical assistance provided to districts to build coaching capacity to support educators implementing UDL, HLPs, and other evidence-based instructional practices?</p>	<p>A. Coaching Integrity of Implementation Self-Assessment B. PL Impact Survey C. HQPD</p>	<p>A. Fall and Spring B. Ongoing C. Ongoing</p>
<p>...is the State making progress toward the SiMR? (value-added reading scores)</p>	<p>A. ATLAS Summative Assessment B. LRE data</p>	<p>A. Annually B. Annually</p>

SSIP: Arkansas Meaningful Access Project

Cohort 5:

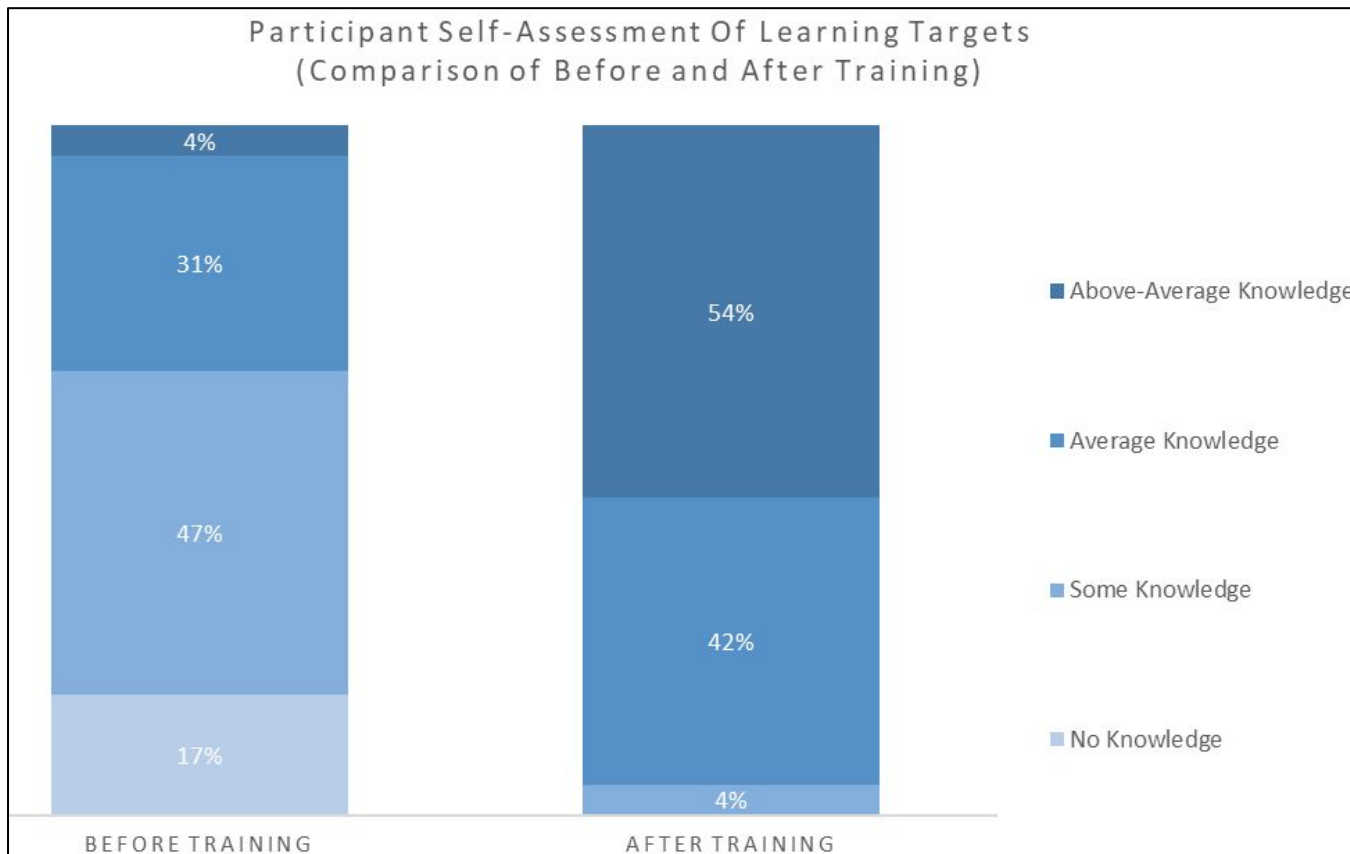
- Crossett Middle School (Crossett School District)
- Sheridan Intermediate School (Sheridan School District)
- Lake Hamilton Jr. High (Lake Hamilton School District)
- Southwest Jr. High (Springdale School District)



State Personnel Development Grant (SPDG)

Annual Performance Report Highlights:

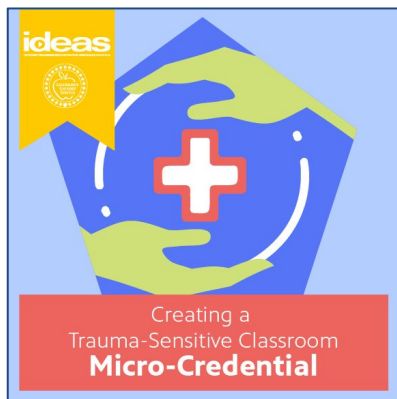
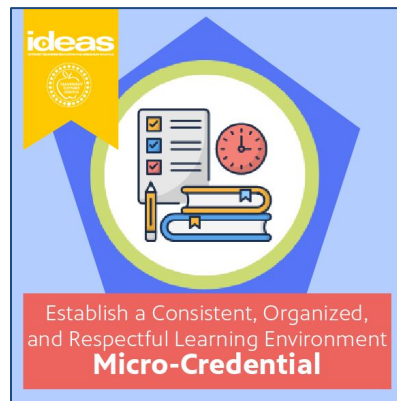
- Target: **80%** of training attendees will demonstrate proficiency on the professional learning development targets.
- Actual: Exceeded Target **96%**



State Personnel Development Grant (SPDG)

Annual Performance Report Highlights:

- Target: Upon completion of a micro-credential, **80%** of participants will demonstrate proficient implementation of high-leverage and other evidence-based practices.
- Actual: Exceeded Target **85%**



State Personnel Development Grant (SPDG)

Annual Performance Report Highlights:

- Target: The percentage of students with disabilities in grades 3 – 10, from SPDG-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

Year over Year Student Outcome Data

Year	Number of Students with disabilities with a high or moderate VAS in reading at participating schools and grade levels	Number of Students with disabilities with a VAS in reading at participating schools and grade levels	FFY Target	FFY Data	Status
2021	373 Students	576 Students	61.50%	64.76%	Met Target
2022	363 Students	527 Students	62.33%	68.88%	Met Target

State Personnel Development Grant (SPDG)

- Value-Added Scores in Reading for Grades 3-10 by District

