

# AR Part B

## FFY2013 State Performance Plan / Annual Performance Report

## Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

### General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

#### Components of the State's General Supervision System

The Arkansas Department of Education Special Education Unit (ADE-SEU) is composed of the following sections:

- Associate Director's Office
- Dispute Resolution Section (DRS)
- Monitoring/Program Effectiveness (MPE)
- State Program Development
- Grants/Data Management (G/DM)
- Arkansas IDEA Data & Research Office at the University of Arkansas at Little Rock (UALR)

**Associate Director's Office:** The ADE-SEU works in collaboration with local school districts to provide special education services for students with disabilities (ages 3 to 21) in an effort to ensure that all special education students in Arkansas receive a Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA).

The ADE-SEU is committed to improving educational results for students with disabilities through statewide leadership and support to schools, educators, students, families, and other stakeholders.

Additional responsibilities include the oversight of statewide compliance with all federal and state special education laws and regulations, development of programs and services, management of federally required data reporting and analysis, and administration of state and local special education budgets.

The ADE-SEU staff works in partnership with the Associate Director in designing and/or conducting activities associated with initiatives undertaken to fulfill state and federal regulations and improve outcomes for students with disabilities. These include: implementing a revised accountability system focused on results;

- implementing a statewide and regional professional development system to support local education agencies (LEAs) in maintaining compliance and improving results for students with disabilities
- amending and/or developing state special education rules;
- monitoring and responding to the activities of the Arkansas General Assembly when it is in session;
- overseeing the development and implementation of the existing statewide alternate portfolio assessment and new online assessment for students with significant cognitive disabilities which will be implemented during the 2014-2015 school year, as well as related statewide personnel training activities;
- assisting in the collection, review, analysis, and reporting of required LEA and state data; assigning LEA Annual Performance Report (APR) determinations, which include required actions and sanctions as applicable, using a variety of factors (APR indicators, fiscal audits, monitoring findings, and so forth);
- representing the ADE-SEU when working with other divisions within the ADE and outside agencies with whom the ADE-SEU collaborates and cooperates;
- providing technical assistance to parents and other stakeholders;
- monitoring oversight of statewide compliance with all federal and state special education laws and regulations;
- developing programs and services to meet the needs of students with disabilities and their teachers;
- administering state and local special education budgets; and
- providing guidance to the ADE regarding the impact of proposed or current policy and regulations around special education issues.

**Dispute Resolution:** The ADE-SEU includes a Dispute Resolution Section (DRS). The DRS is a component of the State's general supervision system. The DRS is responsible for managing the due process hearing system and the complaint investigation system, both of which are required by the Individuals with Disabilities Education Act (IDEA), as amended. Implementation of both systems is accomplished under Arkansas state rule, Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2008). The DRS also provides oversight of the Arkansas Special Education Mediation Project (ASEMP) administered by the UALR Bowen School of Law Mediation Clinic.

The DRS coordinates and provides general supervision for all three dispute resolution systems to ensure disputes are resolved in accordance with federal and state regulations. The Administrator of the DRS works closely with the administrator and staff of the Monitoring/Program Effectiveness (MPE) Section to ensure prompt resolution of complaints filed with the DRS.

When violations of IDEA are found during a complaint investigation or due process hearing and corrective actions are ordered, the DRS monitors and ensure compliance by the public agency. As part of its efforts in monitoring and ensuring compliance with corrective actions contained in hearing decisions or investigation reports, the DRS may request monitors to make on-site inspections of school districts and early childhood programs to verify compliance.

The DRS works collaboratively with public agencies to achieve compliance; however, the DRS has the duty to recommend to the Associate Director the withholding of funds from a public agency that is unable or unwilling to achieve compliance within a reasonable period, subject to notice and opportunity for a hearing.

Compliance issues discovered during mediation and/or complaint investigations that are not part of the original complaint or mediation request are referred to the appropriate ADE-SEU Area Supervisor for resolution.

The DRS has developed internal policies to ensure that due process hearing requests are assigned immediately to hearing officers on a rotational basis. In addition, internal policies, procedures, and practices were developed and implemented to ensure that complaint investigation reports were administratively complete within the required timeline.

The ADE-SEU established the Arkansas Special Education Mediation Project, which began providing mediation services to parents of students with disabilities and local education agencies and education service cooperatives in August 2003. The Project is sponsored and funded by the Special Education Unit and is supervised by the UALR Bowen School of Law in Little Rock. The Project makes mediation services available to resolve disputes involving the identification, evaluation, educational placement, and provision of a free appropriate public education to students with disabilities as defined by the IDEA. Mediation services are free of charge to parents of students with disabilities and schools/co-ops. The mediation program is designed to resolve disputes before a formal request is made for a due process hearing or a complaint investigation but is also available after a complaint has been filed. Mediation services are intended to reduce costs and improve relations between parents of children with disabilities and schools/co-ops. The availability and use of this process does not obstruct access to the due process hearing or complaint systems.

**Monitoring/Program Effectiveness and Non-Traditional Programs:** The Monitoring and Program Effectiveness (MPE) section is responsible for ensuring that a Free and Appropriate Public Education (FAPE) is available and provided to all students with disabilities (ages 3-21) in Arkansas. The MPE section monitors special education programs for compliance with state and federal regulations and provides technical assistance for program improvement. The primary focus of the MPE section is improving educational results for students with disabilities and ensuring that all Local Educational Agencies (LEAs) and other public agencies meet the Individuals with Disabilities Education Act (IDEA) program requirements. Additionally, the MPE Section personnel work closely with the Grants/Data Management Section, the Arkansas IDEA Data & Research Office, and the State Program Development Section in carrying out the MPE section's overall supervision of the provision of special education and related services. By working in conjunction with these sections, MPE Area Supervisors can assist administrators in developing and implementing staff in-service and personnel development training designed to meet the needs of specific geographic areas throughout the state and, if needed, statewide activities. This can also impact the areas of training that receive emphasis in the higher education teacher preparation training programs. The staff of the MPE Section works with the ADE Special Education Associate Director to ensure that students identified as needing special education and related services are included in statewide and district-wide assessments. They work to ensure that all students have access to the general education curriculum and programs as a part of their Individualized Education Programs (IEPs).

The Arkansas Department of Education, Special Education Unit, continues to review and revise monitoring procedures, working toward full implementation of a tiered system of monitoring and technical assistance, which includes a focus on results. In the spring of 2014 seven LEAs in Cycle 2 participated in a pilot for self-monitoring, and the feedback received was extremely positive. Self-Monitoring is a Tier II activity for LEAs on the four-year monitoring cycle, as well as other LEAs with specific areas of need. It provides an opportunity for school staff to review their own program data and self-identify strengths and needs. Self-monitoring is much different than past monitoring practices in which the State identified problems areas for the LEA, directed the LEA to correct deficiencies in those areas, and then checked to make sure it was done. That system often resulted in a Band-Aid approach, as opposed to the systemic changes we would like to see. LEAs know their own programs, and have a much better idea of where the strengths and weaknesses lie than a state monitoring team could ever identify in two or three days. The self-monitoring procedures enable LEAs to take ownership of their own programs, and use their data to build capacity for maintaining compliance and improving services for students with disabilities. Self-monitoring will be integrated with current monitoring practices during the 2014-2015 school year.

**State Program Development:** The State Program Development Section of the ADE-SEU assists public agencies such as schools, institutions of higher education, state and private agencies in the development of programs and trainings to improve services for students with disabilities. This section provides information and assists in the coordination for these projects:

Recruitment and Retention of highly qualified teachers is paramount to improving outcomes for students with disabilities. Arkansas provides tuition reimbursement for individuals pursuing certification in speech/language pathology, vision, and hearing. In addition, the special education unit works with general education through job fairs and dissemination of recruitment materials. In a continuing effort to recruit qualified education personnel for all Arkansas public school districts, the Arkansas Department of Education has made available a the web-based recruitment service of TeachArkansas. This service is designed to help those responsible for personnel recruitment meet the challenges of placing the most qualified education professionals in our schools. This service for Arkansas's public schools is provided by the Arkansas Department of Education (ADE) through collaboration of the Special Education and Professional Quality Enhancement Units.

Arkansas Deaf-Blind Project also known as Children and Youth with Sensory Impairments (CAYSI) is a federally funded program serving individuals from birth to age 21 who are deaf/blind or who are at risk for deaf/blind. CAYSI consultants provide training, technical assistance and information to families, educators and others who work with these individuals. CAYSI supports the philosophy of inclusion of the individual with deaf/blindness in educational, vocational, recreational and community environments.

Paraprofessionals are invaluable resources in the provision of quality special education services for special education services. Arkansas has developed training to meet the changing demands for skilled paraprofessionals in today's classrooms. The training program is a collaborative effort between paraprofessionals, teachers, administrators, parents and their communities. The training is designed to be informational, practical and activity based for paraprofessionals.

The Arkansas Co-Teaching Project assists districts in improving LRE and is focused on ensuring students are accessing and progressing in the general education curriculum. The Arkansas Co-Teaching Project provides support to schools interested in implementing a new co-teaching program or improving an existing one. Support is provided through comprehensive training, technical assistance, and informational resources.

**The Arkansas State Personnel Development Grant (SPDG)** works with schools and regional partners to maximize all students' academic and social, emotional, and behavioral success through a multi-tiered system of support. The SPDG website includes resources in the areas of: (a) Leadership; (b) Literacy and Math instruction and intervention; (c) School-wide Positive Behavior Support Systems, social skills/self-management instruction, and strategic or intensive cognitive-behavioral interventions, (d) Closing the Achievement Gap (CTAG), multi-tiered Response-to-Instruction and Intervention (RtI) and Data-based Problem Solving; (e) Parent and Community Involvement and Outreach; and (f) Personnel preparation, and special education teacher Recruitment and Retention.

**Grants/Data Management:** The G/DM Section participates in general supervision by ensuring the appropriate use of IDEA funds as well as state and local funds specifically budgeted for special education. The Section provides support for school districts, education service cooperatives and state agencies in developing all budgets pertaining to IDEA federal, state and local funds. The process includes:

- identifying appropriate and or inappropriate use of federal funds through the budgeting process so action can be taken, when necessary, to ensure timely correction of identified noncompliance;
- identifying appropriate and or inappropriate use of state and local funds through the budgeting process to ensure maintenance of effort is being met;
- analyzing required reporting from all funded entities on the use of funds to achieve desired program outcomes (special grants reporting on spending and program results, early intervening, annual and periodic Title VI-B, and Section 619 budget expenditure reports);
- providing technical assistance in conjunction with the ADE finance and technology staff as well as targeted special education budget workshops;
- conducting budget analysis on state funded catastrophic occurrences and residential placements to ensure accurate requests and use of funds; and
- monitoring of established deadlines for reporting and use of automation to ensure adherence to spending and reporting deadlines.

**Arkansas IDEA Data & Research:** The Arkansas IDEA Data & Research Office provides quality data management, analysis, technical assistance, and research for the enhancement of the Arkansas Department of Education's general supervision mandate. In addition, the Office strives to promote IDEA research among faculty and students of UALR for a greater understanding of policy, procedures, and practices across the state.

Working in conjunction with the G/DM Section, the IDEA Data & Research Office ensures standardized data collection procedures for federal reporting, state and district level data analysis, and public dissemination of program effectiveness data including school district and early childhood program profiles, Significant Disproportionality-Coordinated Early Intervening Services Profiles, the State Performance Plan, and the Annual Performance Report.

The Arkansas IDEA Data & Research Office coordinates with multiple ADE Divisions on various projects by providing leadership and guidance in the areas of data collection and survey design as well as data related LEA personnel training. The Office is actively involved in the general supervision of LEAs through the identification and correction of noncompliance related to the statewide student management system (SMS). The referral tracking sub-module in the special education module of the SMS is the one area where noncompliance can be identified. The process for identification of noncompliance is outlined below.

**Identification of Noncompliance :** Prior to calculation of Indicators 11 and 12 for the APR in October/November/December, referral records that exceeded the 60 day evaluation timeline for which the LEA entered a code of "other" are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance with State regulations this process also is applied to the 30 day eligibility determination timeline.

Further, failure of an LEA to submit referral data without prior notification that it had zero referrals for the year results in an automatic 0% LEA rate for the related indicator(s). Any missing data which prohibits the calculation of a record (i.e. missing date) is considered a missed timeline since verification of timeliness cannot be made. This results in the elevation of the record to being "flagged" for noncompliance.

**Verification of Services and Correction:** The referral tracking data captures eligibility determination date, status as to placement in special education (y/n) and date of parental consent for placement, thus allowing verification of the entire process. If these data elements are missing, the IDEA Data & Research Office staff reviews the APSCN special education modules and/or the MySped Resource DDS Application to verify that students who had their evaluation timelines exceed 60 day were evaluated, had eligibility determined, and had an IEP developed when found to be eligible.

#### **How the Components Function as a General Supervision System**

The IDEA requires that the primary focus of IDEA monitoring be on improving education results and functional outcomes for children with disabilities, and ensuring the State meets the IDEA program requirements; hence, the MPE section monitors LEAs for procedural compliance on regulatory issues and provides technical assistance to support their efforts toward improving results for students with disabilities and their families. ADE-SEU general supervision instruments and procedures identify and correct IDEA noncompliance in a timely manner. The system of identifying and correcting noncompliance includes processes and procedures implemented by the ADE-SEU Dispute Resolution Section in the coordination of due process hearings and complaint investigations, and the use of pre-filing mediation services. While hearing officers conduct due process hearings, ADE-SEU Area Supervisors in the Monitoring/Program Effectiveness (MPE) and the Non-Traditional Programs (NTP) Sections typically investigate complaints. The IDEA requires due process hearings to be completed within 45 days of filing, while complaints must be addressed within 60 days of filing.

The ADE-SEU utilizes a four-year rotational monitoring system. One-fourth of LEA special education programs, as well as state-operated and state-supported programs providing special education and related services to students with disabilities, are monitored each year. Using a process of random selection, the programs were placed in a designated year of the four-year cycle. However, the SEA reserves the right to schedule additional, off-cycle monitoring of any program at any time should conditions warrant.

MPE Area Supervisors have the primary responsibility for monitoring special education programs within Arkansas' local education agencies (LEA; school district), Education Service Cooperatives (ESC) that provide services on behalf of their member school districts to eligible children with disabilities ages 3-5 (pre-school), and non-traditional programs, which include state-operated and state-supported organizations.

Monitoring consists of an SEA review of eleven (11) issue areas. The eleven (11) issue areas addressed consist of the following

- Child Find
- Least Restrictive Environment
- Due Process
- Confidentiality of Information
- Protection in Evaluation Procedures
- System of Personnel Development
- Procedures for Evaluating Specific Learning Disabilities

- Children with Disabilities in Private Schools
- Individualized Education Programs
- Use of Funds
- Free Appropriate Public Education

In preparation for monitoring, the ADE-SEU Area Supervisor contacts the LEA or ESC (Co-op) prior to an on-site visit. A General Program Checklist (which includes fiscal components) to be completed by the LEA, as well as other requested information is to be submitted prior to the ADE-SEU staff on-site review. In addition, ADE-SEU staff review archival and current data maintained by the ADE-SEU relative to the education program to be monitored. The purpose of off-site data collection is to assure basic knowledge of each special education program and to determine, areas of strength, areas of concern, and where possible, emerging patterns of noncompliance or those already in existence. Whenever possible, records should be reviewed for the past three (3) years and should include, but not be limited to:

- Statewide Student Management System
- Statewide Financial Management System
- Previous Monitoring Reports
- Surrogate Parents
- Special Education Priorities in the Arkansas Comprehensive School Improvement Plan (ACSIP)
- Standards and Assurance Program Data
- Hearings on Education Records
- Extended Year Services data
- Hearings and Complaint Investigations
- School Improvement Status
- LEA Determination status and Response Tables if applicable
- Residential Treatment Facility reimbursement, if applicable
- APR Indicator Data
- CEIS Determinations
- LEA Self Assessments
- Child Find Activities
- District Assurances, policies and procedures
- Direct Services of contracted providers

#### **Correction of Noncompliance and Improved Performance**

When an LEA/Co-op or other public agency is determined to have a finding of noncompliance, a compliance action plan (CAP) is written to address the deficiency with specified timelines for correction and submission of evidence for review. In the monitoring system, the ADE-SEU may impose needed corrective strategies on a public agency, along with specific documentation to be submitted to demonstrate implementation of corrective actions.

Individual LEAs may be required to conduct a self-assessment, as well as address activities and strategies to be implemented in the district's Arkansas Comprehensive School Improvement Plan (ACSIP) to address identified deficiencies, with the corresponding timelines for review to gauge the effectiveness of their implementation of corrective actions. A similar plan may be required of a Co-op or other public agency that is not a participant in the ACSIP process. ADE-SEU staff monitoring the public agency's effectiveness will require revisions to the ACSIP or other plan if the efforts appear to be ineffective or are not working. Prior to determining that the public agency has substantially corrected the noncompliance, additional on-site follow up and/or review of more recent data will occur to verify correction of noncompliance.

Public agencies must submit written assurance and/or evidence that the deficiencies within a CAP have been corrected as directed. When written assurance is provided, evidence that documents the public agency's progress in correcting the noted deficiencies must be available at the public agency for review by the ADE-SEU staff. Upon the receipt of all requested evidence cited in a CAP or CAPs and verification by the ADE-SEU staff of full correction, the ADE-SEU will notify the public agency of its compliance status.

Correction of noncompliance in a timely manner is determined after a review of documentation submitted by the public agency and other monitoring activities. DRS staff reviews evidence provided by public agencies to demonstrate compliance with corrective actions required in a hearing decision or complaint investigation report. If the evidence submitted is insufficient to meet the required corrective action, the DRS staff works with the public agency to achieve compliance. If necessary, the ADE-SEU may send one or more staff on-site to verify that a public agency is complying with the corrective action(s). A public agency under a corrective action directive from a hearing decision or complaint investigation report is required to provide periodic updates to DRS staff addressing the status of compliance with corrective actions until noncompliance is corrected.

#### **Technical Assistance System:**

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

#### **Arkansas' Technical Assistance System**

The state provides technical assistance to LEAs around compliance and performance indicators through a variety of mechanisms. The monitoring and program effectiveness section provides TA specific to compliance and program improvement based on on-site monitoring findings, desk audits, APR Determinations and referrals from the ADE School Improvement Unit. Various consultant groups provide technical assistance around student specific issues and program improvement in an effort to build capacity within the LEA. An online referral system is used; Central Intake and Referral/Consultant Unified Intervention Team (CIRCUIT), and consultants are assigned based on the referral needs. A central entity receives



referrals and the case is assigned within 48 hours of referral. Evidence-based practices based on current literature review are used in the provision of technical assistance based on current literature review, and each TA provider participates in ongoing approved professional development to improve skills and knowledge-base. Memorandums of Understanding (MOU's) outline required skills and functions of each consultant group. Technical Assistance activities are logged in monthly activity report and reviewed by the administrative team in the special education unit.

Special Education Consultant Teams are inclusive of the following:

- Arkansas Local Education Agency Resource Network (ARLEARN): ARLEARN serves as a professional development resource and clearinghouse to support special education programs in the state. The mission is to promote sound research-based educational practices that lead to improved educational results and functional outcomes for students with disabilities. ARLEARN is designed to build the capacity of local special education programs and their personnel.
- Centralized Intake and Referral/ Consultant Unified Intervention Team (CIRCUIT): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.
- Arkansas Transition Services: Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Their mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. They provide technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Services are provided at no cost.
- The Arkansas State Personnel Development Grant (SPDG): The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is involved in numerous ADE initiatives including the ESEA Flexibility. SPDG staff works with the ADE Professional Development Office to develop resources to support districts in the implementation of evidence-based literacy and math interventions for all students, including students with disabilities.
- Arkansas Behavior Support Services: The behavior consultants assist schools in their efforts to ensure that all students are able to access and progress in the general education curriculum. Technical assistance is provided to (1) identify and program for students with autism spectrum disorders; (2) conduct functional assessment and develop appropriate intervention plans for students at-risk for a more restrictive placement; and (3) develop early intervention and mental health initiatives.
- Dispute Resolution Section: The DRS encourages the use of mediation and other collaborative strategies to resolve disagreements between parents and educators around the provision of special education services. This section provides ongoing technical assistance to LEAs on due process rules and regulations, mediations, complaints and hearings.
- Monitoring/Program Effectiveness: The IDEA requires that the primary focus of IDEA monitoring be on improving education results and functional outcomes for children with disabilities, and ensuring the State meets the IDEA program requirements; hence, the MPE section monitors LEAs for procedural compliance on regulatory issues and provides technical assistance to support their efforts toward improving results for students with disabilities and their families.
- Interagency Collaborations: The ADE-SEU continues to be involved in interagency collaborations to enhance the provision of special education services for children with disabilities.
- Curriculum and Assessment: The ADE-SEU works closely with the Student Assessment Unit and the Curriculum and Instruction Unit to ensure all students have access and progress in the general education curriculum with meaningful participation in statewide assessments
- Technology and Curriculum Access Center: The Technology and Curriculum Access Center (TCC), located within Easter Seals Arkansas, provide training, assessment, consultation and assistive technology device loans to schools throughout the State of Arkansas. TCC provides support for appropriate accommodations and modifications and assists districts and state agencies with required large scale assessment such as the ACTAAP Alternate Portfolio for Students with Disabilities.
- Co-Teaching Project: The Arkansas (AR) Co-Teaching Model is a comprehensive professional development package that includes a yearlong combination of traditional and "hands on" guided practice trainings, online support, and onsite coaching visits.
- IDEA Data and Research Office: The IDEA Data & Research Office provides quality data management, analysis, technical assistance, and research for the enhancement of the Arkansas Department of Education's general supervision of local education agencies' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.
- Education Services for the Visually Impaired (ESVI): ESVI consultants provide: (a) recommendations for adaptations and modifications to enhance the student's opportunities for learning; (b) assessment, instruction, and consultation in the use of recommended low vision devices, adaptive mobility devices and canes; (c) recommendations for large print or Braille books; (d) recommendations for assistive equipment and materials; and (e) assistance as needed with required Functional Vision Assessments and Learning Media Assessments.
- Traumatic Brain Injury (TBI) Services: TBI Services include: (a) consulting with school districts on intervention strategies that assist schools in managing student behavior; (b) enhancing academic achievement of low performing students; (c) assessment and identification of students potentially in need of special education services; and (d) providing staff development to school faculty and administrators regarding TBI.
- Speech-Language Pathology Services: Speech-Language services include: (a) consultation and technical assistance to individuals and districts on a variety of communication, regulatory, and service delivery issues; (b) professional education information in the form of training, self-study materials, and announcements; and (c) a resource and equipment loan program which includes professional texts, assessment tools, self-study materials, and auditory trainers.
- Medicaid in the Schools (MITS): Medicaid in the School services include training, technical assistance, electronic billing, program management, policy and program development, initiation/development of new revenue streams, collection/management/and analysis of data, and strategies to increase revenue.
- Children and Youth with Sensory Impairments (CAYSI): CAYSI (Children and youth with sensory impairments and additional disabilities) is a federally funded program serving individuals from birth to age 21 who have a dual sensory impairment of vision and hearing, or at risk

for developing a dual sensory impairment. CAYSI is not a direct service project. Instead, our objective is to support families and existing direct services through activities such as training, on-site technical assistance, instructional strategies, transition, and helping families and service providers to identify and access resources.

- **Easter Seals Outreach (ESO):** ESO consultants provide assessments and recommend services for school age children with disabilities. Services include evaluations for: ASD identification; argumentative/alternative communication; ed-psych; student centered planning and addressing specific needs of individual students or an entire classroom.
- **Educational Audiology Resources for Schools (EARS):** EARS services include: (a) managing hearing screening programs to assist with amplification and other classroom technical assistance; and (b) recommendations for accommodations/modifications for students with auditory processing disorders, cochlear implants, etc. A full range of evaluation services are available including audiological assessments, counseling/guidance for parents and hearing conservation education. Speech pathology services include specialized assessments (with a written report), classroom observations, assistance with writing appropriate goals, as well as modeling therapy with individual students.
- **UALR School of Law Mediation Project:** Trained professional mediators assist parties in finding effective solutions to the problems affecting educational services for children with disabilities. Mediators can facilitate IEP Meetings to guide the process of the meeting and assist members of the IEP team in communicating effectively to develop an acceptable IEP.
- **UCA Speech/Language Pathology Aides/Assistants:** LEAs may seek approval for a program to use Speech-Language Pathology Support Personnel (assistants and aides) who can perform tasks as prescribed, directed and supervised by master's level speech-language pathologist. The LEA submits written proposals developed collaboratively by the supervising speech-language pathologist and the administrator(s) who will be most directly involved with the program. The LEA may design a service delivery model which best meets the needs of students and professionals involved.

### Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

#### Arkansas' Professional Development System

The state professional development system consists of multiple consultant groups that provide professional development and technical assistance to LEAs. The consultants groups assist in meeting the challenges of providing 21st century special education services. The state's professional development mission is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) and the Arkansas Department of Education. Consultants respond to statewide needs as well as those of individual school districts. The state wide professional development system is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals, as well. The state's professional development system is focused on increasing online and blended learning opportunities to ensure professional development meets the needs of all educators. Special Education professional development teams are inclusive of the following:

- **Arkansas Local Education Agency Resource Network (ARLEARN):** ARLEARN serves as a professional development resource and clearinghouse to support special education programs in the state. The mission is to promote sound research-based educational practices that lead to improved educational results and functional outcomes for students with disabilities. ARLEARN is designed to build the capacity of local special education programs and their personnel.
- **Arkansas Transition Services:** Arkansas Transition Services (ATS) serves all 75 counties in Arkansas in efforts to improve transition outcomes for students with disabilities. Their mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. ATS provides technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Services are provided at no cost.
- **The Arkansas State Personnel Development Grant (SPDG):** The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is involved in numerous ADE initiatives including the ESEA Flexibility. SPDG staff works with the ADE Professional Development Office to develop resources to support districts in the implementation of evidence-based literacy and math interventions for all students, including students with disabilities.
- **Arkansas Behavior Support Services:** The behavior consultants assist schools in their efforts to ensure that all students are able to access and progress in the general education curriculum. Technical assistance is provided to (1) identify and program for students with autism spectrum disorders; (2) conduct functional assessment and develop appropriate intervention plans for students at-risk for a more restrictive placement; and (3) develop early intervention and mental health initiatives.
- **Dispute Resolution Section:** The DRS encourages the use of mediation and other collaborative strategies to resolve disagreements between parents and educators around the provision of special education services. This section provides ongoing technical assistance to LEAs on due process rules and regulations, mediations, complaints and hearings.
- **Monitoring/Program Effectiveness:** The IDEA requires that the primary focus of IDEA monitoring be on improving education results and functional outcomes for children with disabilities, and ensuring the State meets the IDEA program requirements; hence, the MPE section monitors LEAs for procedural compliance on regulatory issues and provides technical assistance to support their efforts toward improving results for students with disabilities and their families.
- **Curriculum and Assessment:** The ADE-SEU works closely with the Student Assessment Unit and the Curriculum and Instruction Unit to ensure all students have access and progress in the general education curriculum with meaningful participation in statewide assessments
- **Technology and Curriculum Access Center:** The Technology and Curriculum Access Center (TCC), located within Easter Seals Arkansas, provide training, assessment, consultation and assistive technology device loans to schools throughout the State of Arkansas. TCC provides support for appropriate accommodations and modifications and assists districts and state agencies with required large scale assessment such as the ACTAAP Alternate Portfolio for Students with Disabilities.
- **Co-Teaching Project:** The Arkansas (AR) Co-Teaching Model is a comprehensive professional development package that includes a yearlong

combination of traditional and "hands on" guided practice trainings, online support, and onsite coaching visits.

- **IDEA Data and Research Office:** The IDEA Data & Research Office is to provide quality data management, analysis, technical assistance, and research for the enhancement of the Arkansas Department of Education's general supervision of local education agencies' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.
- **Education Services for the Visually Impaired (ESVI):** ESVI consultants provide: (a) recommendations for adaptations and modifications to enhance the student's opportunities for learning; (b) assessment, instruction, and consultation in the use of recommended low vision devices, adaptive mobility devices and canes; (c) recommendations for large print or Braille books; (d) recommendations for assistive equipment and materials; and (e) assistance as needed with required Functional Vision Assessments and Learning Media Assessments.
- **Traumatic Brain Injury (TBI) Services:** TBI Services include: (a) consulting with school districts on intervention strategies that assist schools in managing student behavior; (b) enhancing academic achievement of low performing students; (c) assessment and identification of students potentially in need of special education services; and (d) providing staff development to school faculty and administrators regarding TBI.
- **Speech-Language Pathology Services:** Speech-Language services include: (a) consultation and technical assistance to individuals and districts on a variety of communication, regulatory, and service delivery issues; (b) professional education information in the form of training, self-study materials, and announcements; and (c) a resource and equipment loan program which includes professional texts, assessment tools, self-study materials, and auditory trainers.
- **Medicaid in the Schools (MITS):** Medicaid in the School services include training, technical assistance, electronic billing, program management, policy and program development, initiation/development of new revenue streams, collection/management/and analysis of data, and strategies to increase revenue.
- **Children and Youth with Sensory Impairments (CAYSI):** CAYSI (Children and youth with sensory impairments and additional disabilities) is a federally funded program serving individuals from birth to age 21 who have a dual sensory impairment of vision and hearing, or at risk for developing a dual sensory impairment. CAYSI is not a direct service project. Instead, our objective is to support families and existing direct services through activities such as training, on-site technical assistance, instructional strategies, transition, and helping families and service providers to identify and access resources.
- **Easter Seals Outreach (ESO):** ESO consultants provide assessments and recommend services for school age children with disabilities. Services include evaluations for: ASD identification; argumentative/alternative communication; ed-psych; student centered planning and addressing specific needs of individual students or an entire classroom.
- **Educational Audiology Resources for Schools (EARS):** EARS services include: (a) managing hearing screening programs to assist with amplification and other classroom technical assistance; and (b) recommendations for accommodations/modifications for students with auditory processing disorders, cochlear implants, etc. A full range of evaluation services are available including audiological assessments, counseling/guidance for parents and hearing conservation education. Speech pathology services include specialized assessments (with a written report), classroom observations, assistance with writing appropriate goals, as well as modeling therapy with individual students.
- **UALR School of Law Mediation Project:** Trained professional mediators assist parties in finding effective solutions to the problems affecting educational services for children with disabilities. Mediators can facilitate IEP Meetings to guide the process of the meeting and assist members of the IEP team in communicating effectively to develop an acceptable IEP.
- **UCA Speech/Language Pathology Aides/Assistants:** LEAs may seek approval for a program to use Speech-Language Pathology Support Personnel (assistants and aides) who can perform tasks as prescribed, directed and supervised by master's level speech-language pathologist. The LEA submits written proposals developed collaboratively by the supervising speech-language pathologist and the administrator(s) who will be most directly involved with the program. The LEA may design a service delivery model which best meets the needs of students and professionals involved.

### Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The initial development of the Arkansas State Performance Plan (SPP) and Annual Performance Report (APR) began in May 2005 with the appointment of a 40-member stakeholder group. This group consisted of consumers, parents, school officials, legislators, and other interested parties. Initial orientations to the SPP/APR were provided to the stakeholders group as well as to the State Advisory Council in June 2005.

A half-day working session was conducted for members of the stakeholder group and the State Advisory Council. After a brief orientation, members were assigned to one of three task groups focusing on the establishment of measurable and rigorous targets, strategies for improving performance, and steps necessary for obtaining broad-based public input. The recommendations and considerations generated by these task groups laid the foundation for the development of the Arkansas SPP/APR.

After additional work to develop the content of the SPP around the indicators, the SPP/APR was presented to the State Advisory Council for its comments and modifications. These changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls. Further changes suggested by the stakeholder group were made in November 2005 while additional data and targets were assembled. The SPP was posted on the ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education overrepresentation.

Stakeholders along with the State Advisory Council are informed of upcoming changes to the SPP/APR quarterly as part of the State Advisory Council meeting. This gives stakeholders the opportunity to provide input and feedback on a regular basis. Stakeholders also have opportunities to provide input and feedback during other meetings such as the LEA Academy held each fall and the Special Education Data Summit.

Each January the newest version of the SPP/APR is presented to the State Advisory Council prior to its submission to the US Department of Education. The feedback provided is incorporated into the SPP/APR for current and subsequent submissions.



**Reporting to the Public:**

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b) (1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

Following the submission of the Arkansas APR each year, the Arkansas Department of Education, Special Education Unit (ADE-SEU) post the report to the ADE-SEU website <https://arksped.k12.ar.us/DataAndResearch/PublicReporting.html>. The website is the primary vehicle for the annual dissemination of the SPP/APR.

The ADE reports annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the ADE-SEU website <https://arksped.k12.ar.us/DataAndResearch/PublicReporting.html> within 120 days of submitting the SPP/APR. LEAs are provided the opportunity to review their report for one week prior to making it public. This allows the LEAs to ask the ADE any questions regarding the data used in their report.

**OSEP Response**

**Required Actions**

## Indicator 1: Graduation



Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

## Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		88.00%	89.00%	77.00%	77.00%	85.00%	85.00%	85.00%
Data	87.49%	94.15%	90.18%	81.42%	81.42%	75.76%	75.31%	79.15%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline


## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	85.00%	85.00%	85.00%	85.00%	85.00%	85.00%

## Targets: Description of Stakeholder Input

Arkansas' target for Indicator 1: Graduation is the same target set under Title I of the ESEA. The SPP/APR stakeholders including the state advisory council were informed of the statewide target and how the four-year graduation cohort is calculated and that special education is a subset of the greater graduation rate calculation. The discussion also focused on how students who stay past four-years effect the graduation and dropout rates.

## Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	2,681	2681
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	3,333	3,333
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	80.44%	Calculate 

## Explanation of Alternate Data

## FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
2,681	3,333	79.15%	85.00%	80.44%

## Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Arkansas' graduation rate is outlined in Section 7.1 of the Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110). The Accountability workbook can be accessed on the Arkansas Department of Education's website at [http://arkansased.org/programs/word/accountability\\_workbook\\_052311.docx](http://arkansased.org/programs/word/accountability_workbook_052311.docx).

### Section 7.1 High School Graduation Rate

#### Definition of High School Graduation Rate

Consistent with guidance from the United States Department of Education staff in the Office of Elementary and Secondary Education, Arkansas will use the four-year adjusted cohort graduation rate to calculate graduation rate.

As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), the four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9<sup>th</sup> grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

[Subpopulations are established during the 9<sup>th</sup> grade year. If a student is identified as a student with a disability (SWD) he/she will remain in the subpopulation cohort even if he/she is dismissed from services.]

The following formula provides an example of the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of the 2008-2009 school year and graduating by the end of the 2011-2012 school year.

**Formula:** Four-Year Graduation Rate

(Number of cohort members who earned a regular high school diploma by the end of the 2011- 2012 school year)

DIVIDED BY

(Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012)

#### High School Graduation Base Rate

Consistent with guidance from the United States Department of Education, staff in the Office of Elementary and Secondary Education and in accordance with 34 C.F.R. § 200.19(b)(1)(i)-(iv), Arkansas has developed an algorithm to process the graduation cohort data to comply with NCLB regulations in connection with high school graduation rate. Ninth grade students who are in attendance on October 1<sup>st</sup> constitute the base rate for computing the graduation rate.

#### Overview of Issue/Description of System or Process

Beginning with the 2008-09 graduating class, a minimum of twenty-two (22) units shall be earned by a student in order to graduate from an Arkansas public high school. The minimum required units are as follows:

##### **CORE** - Sixteen (16) units

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of World History, one (1) unit of U. S. History, one half (½) unit of Civics or Government]

Mathematics - four (4) units [one (1) unit of Algebra or its equivalent and one (1) unit of Geometry or its equivalent. All math units must build on the base of algebra and geometry knowledge and skills]

Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of Biology or its equivalent and one (1) unit of a Physical Science]

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

**CAREER FOCUS - Six (6) units**

All units in the career focus requirement will be established through guidance and counseling at the local school district based on the student's contemplated work aspirations. Career Focus courses will conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

The graduating class of 2012-2013, are required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

**SMART CORE - Sixteen (16) units**

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

**CAREER FOCUS - Six (6) units**

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

**CORE - Sixteen (16) units**

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent.\* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

\*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

A unit of credit shall be defined as the credit given for a course, which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum 30-hour week is required.

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

### Required Actions



## Indicator 2: Drop Out



Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

## Historical Data

Baseline Data: 2008

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		2.83%	2.87%		4.25%	4.20%	4.20%	4.20%
Data	2.59%	3.51%	3.37%	4.28%	3.66%	3.06%	2.92%	2.62%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	2.77%	2.62%	2.54%	2.29%	2.14%	1.98%

## Targets: Description of Stakeholder Input

Arkansas' target for Indicator 2: Dropout rate is based on the NCES calculation reported as part of the Common Core of Data (CCD). The calculation is the subset of the single year event rate for students in grades 7-12. The SPP/APR stakeholders including the state advisory council were informed of the two measurement options and how changing the measurement would impact the dropout rate. The stakeholders agreed to keep the measurement as the subset of the greater statewide dropout rate. The discussion around target setting included the previous methodology of using a four-year moving average and whether the declining trend of recent years will continue. Based on the trend data from the past eight years targets were selected for 2013 and 2018, with the targets for years 2014-2017 representing an equitable growth rate needed to meet the 2018 target.

## FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Total number of all youth with IEPs who left high school (ages 14-21)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
433	22,032	2.62%	2.77%	1.97%

☒ Use a different calculation methodology

Please explain the methodology used to calculate the numbers entered above.

Arkansas has chosen to maintain the previous calculation as optioned to states by OSEP. In accordance with Arkansas Code Annotated §6-15-503, the calculated school enrollment census (October 1 through September 30) total is used to determine the dropout rate for all students. Dropouts include students who leave prior to graduation including students who pursue taking the General Educational Development test leading to a General Equivalency Diploma (GED).

The single-year event data for this indicator is collected through the Arkansas Public School Computer Network (APSCN) student information system and submitted through the EDEN submission system (ESS) by the ADE Data Administration Office. Data Administration provides the numbers for this indicator to the Special Education Unit. The data reflects students enrolled in grades 7-12.

[Overview of Issue/Description of System or Process](#)

Beginning with the 2004-2005 school year, the following process is used to determine the number of dropouts.

- On or before October 1 of each school year, each district conducts a census of all students enrolled at each school to arrive at a school enrollment census total for each grade.
- The number of students transferring into each school after the October 1 census through September 30 of the following school year shall be added to the October 1 census total for each grade.
- The number of students transferring out of each school after the October 1 census through September 30 of the following school year is subtracted from the October 1 census total for each grade.
- The number of students incarcerated, deceased, or graduating early is subtracted from the October 1 census total for each grade.
- Each district maintains separate records regarding students who leave the public school system to be home schooled under Arkansas Code Annotated §6-15-503.
- Beginning with the 2004-2005 school year, the calculated school enrollment census total is used to determine the dropout rate for each school.
- For grades two through twelve (2-12), the school enrollment census total for each grade of the current school year is compared to the school enrollment census total for each of the previous grades of the previous school year.
- For grade one (1), the current school year school enrollment census total for grade one is compared to the school enrollment census total for the Kindergarten class of the previous year.

Examples of the calculation used to determine the dropout rate for grades 7 through 12 are as follows:

- (a) If the number of dropouts for grade seven was 0 and the October 1 enrollment was 51, the 7th grade dropout rate is  $0/51 = .00$  or 0.00%.
- (b) If the number of dropouts for grade eight was 3 and the October 1 enrollment was 63, the 8th grade dropout rate is  $3/63 = .0476$  or 4.76%.
- (c) If the number of dropouts for grade nine was 1 and the October 1 enrollment was 56, the 9th grade dropout rate is  $1/56 = .0179$  or 1.79%.
- (d) If the number of dropouts for grade 10 was 2 and the October 1 enrollment was 60, the 10th grade dropout rate is  $2/60 = .0333$  or 3.33%.
- (e) If the number of dropouts for grade 11 was 4 and the October 1 enrollment was 54, the 11th grade dropout rate is  $4/54 = .0741$  or 7.41%.
- (f) If the number of dropouts for grade 12 was 3 and the October 1 enrollment was 57, the 12th grade dropout rate is  $3/57 = .0526$  or 5.26%.

Overall the rate would be  $10/284 = .0352$  or 3.52%

#### Actions required in FFY 2012 response table

None

#### Responses to actions required in FFY 2012 response table

#### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

#### Required Actions

## Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:



- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## Historical Data

Baseline Data: 2008

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥				16.67%	16.95%	17.15%	17.15%	17.15%
Data				16.67%	13.64%	6.25%	19.38%	34.25%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	17.16%	17.65%	18.14%	18.63%	19.12%	19.61%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 3A: Assessment is based on ESEA state targets and trend analysis. During a State advisory council meeting in 2011-12 stakeholders were engaged in a discussion on how the change from AYP to AMO would affect the previously set targets. On going stakeholder discussions around this issue involved the flexibility gap reduction that is used to calculate AMO along with APR trend data from the past five years. The 2014-2018 AMO targets were established which represent an annual growth rate of ¼ of a standard deviation (0.49).

## FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?

☒ Yes ☐ No

Are you reporting AYP or AMO?

☒ AYP ☐ AMO

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
256	252	4	34.25%	17.16%	1.59%

## Explanation of Slippage

Across the state, not only in special education, Arkansas has seen performance rates stagnate while performance targets have increased. Districts meet AMO by meeting performance (regular and alternate assessments) or by meeting growth which is based on a one (1) or three (3) year target and does not include students participating in alternate assessments.

While the number of districts meeting AMO for special education dropped significantly to four (4), there were only seven (7) districts across the State meeting AMO for the combined population.

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

At the state level, the following actions have been taken to support higher standards and to create supports to move student achievement forward:

- the ADE has attended to current research and evidence-based practices to develop a clearly articulated system of evidence-based professional development standards and practices that will support state, regional and district level implementation of selected evidence-based practices.
- the General Assembly has enacted a statute designed to provide early identification and intervention for struggling readers;
- the Arkansas State Board of Education has adopted the College and Career Ready Standards for graduation;
- the State Education Agency is participating in PARCC (Partnership for Assessment of Readiness for College and Career) as a governing member, providing input in development as well as leadership in its implementation in Arkansas;
- all IEPs are standards-based as of September 2013 to ensure the instruction students with disabilities receive through their special education program is aligned with College and Career Ready Standards; and
- the Divisions within and across the Arkansas Department of Education (Learning Services and Public School Accountability) are collaborating and aligning resources and initiatives to better support school districts and drive student achievement forward.

In 2014-15, Arkansas will begin using PARCC and NCSC for mathematics and literacy which will require new targets to be set in the next SPP/APR

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

### Required Actions

## Indicator 3B: Participation for Students with IEPs

### Reporting Group Selection

*Monitoring Priority: FAPE in the LRE*

**Results indicator: Participation and performance of children with IEPs on Statewide assessments:**

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

Based on previously reported data on the Historical Data and Targets page these are the grade groups that will be provided on the FFY 2013 Data pages.

Grade	3	4	5	6	7	8	9	10	11	12	HS	Overall
Reading												X
Mathematics												X

## Indicator 3B: Participation for Students with IEPs

### Historical Data and Targets

*Monitoring Priority: FAPE in the LRE*

**Results indicator: Participation and performance of children with IEPs on Statewide assessments:**

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target for Reading and Math	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
State Rate Reading	96.56	97.84	98.62	98.59	99.12	98.78	98.81	97.81
State Rate Mathematics	96.56	97.84	98.62	98.02	98.88	98.61	98.61	97.69

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Reading	95.00	95.00	95.00	95.00	95.00	95.00
Mathematics	95.00	95.00	95.00	95.00	95.00	95.00



**Explanation of Changes**

Arkansas is submitting a revised Indicator 3B. After releasing the Local Education Agency Annual Performance Reports (LEA/APR) the week of March 30, 2015, a LEA questioned their participation rate. Upon sending them the list of students who was classified as non-participants, the LEA found that students listed in their file had moved prior to taking the assessment. The LEA had filed an appeal, to the Arkansas Department of Education, to remove these students from its assessment enrollment and the State approved the appeal. This led Dr. Fields, the Director of the IDEA Data & Research Office to question the non-participation records in the assessment data submitted to the EDEN system. Dr. Fields contacted the State's assessment contractor and was informed that the data sent to the EDFacts Coordinator and the Part B Data Manager did include students whose enrollment was supposed to be removed from the assessment file due to an approved appeal.

On April 14, 2015, the Office of Innovation (state assessment contractor) sent a corrected data set to the EDFacts Coordinator and Part B Data Manager. The review of the new data set revealed a significant change in the number of students identified as non-participants. With this change Arkansas will meet the target set under ESEA.

The data files will need to be resubmitted to EDFacts as soon as possible. There is not a time frame established at this time but the Part B Data Manager and the EDFacts Coordinator will work collaboratively to complete this task.

**Targets: Description of Stakeholder Input**

Arkansas' targets for Indicator 3B: Assessment is based on ESEA state targets. The State advisory council meetings participation trend analysis was discussed. The stakeholders were informed that the target of participation is set in the ESEA flexibility plan and does not change from year to year.

**Data Source: SY 2013-14 Assessment Data Groups - Reading**

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	4690	4713	4615	4474	4254	4042					3394
b. IEPs in regular assessment with no accommodations	1309	987	850	688	650	606					464
c. IEPs in regular assessment with accommodations	2793	3064	3085	3092	2936	2769					2032
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate	497	575	597	602	574	571					752

**Data Source: SY 2013-14 Assessment Data Groups - Math**

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	4720	4736	4643	4511	4301	4085					5674
b. IEPs in regular assessment with no accommodations	1310	987	850	688	650	606					869
c. IEPs in regular assessment with accommodations	2793	3064	3086	3092	2936	2769					2239
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate	497	575	597	602	574	571					2305

**Indicator 3B: Participation for Students with IEPs**  
**FFY 2013 Data**

*Monitoring Priority: FAPE in the LRE*

**Results indicator: Participation and performance of children with IEPs on Statewide assessments:**

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

**(20 U.S.C. 1416 (a)(3)(A))**

**FFY 2013 SPP/APR Data: Reading and Mathematics Assessment**

	Number of Children with IEPs	Number of Children with IEPs participating	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data	Target Met	Slippage
Reading	30,182	29,493	97.81%	95.00%	97.72%	Target Met	No Slippage
Mathematics	32,670	31,660	97.69%	95.00%	96.91%	Target Met	No Slippage

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

For a comparison of special education students to all students please visit the Arkansas Department of Education's Data Center (<https://adedata.arkansas.gov/>) and select Arkansas School Performance Report Card (<https://adesrc.arkansas.gov/>).

Additionally, assessment results for all students with disabilities at the state level as well as participation by school building and grade level will be available on the Special Education website under Data and Research in the public reporting section <https://arksped.k12.ar.us/DataAndResearch/PublicReporting.html>.

## Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE



Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.  
 B. Participation rate for children with IEPs.  
 C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Grade 3	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	B Grade 4	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	C Grade 5	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	D Grade 6	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	E Grade 7	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	F Grade 8	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
	G High School	2005	Target ≥		13.17%	19.58%	25.99%	32.40%	38.81%	45.22%	45.22%
			Data	14.62%	16.49%	19.95%	24.99%	27.20%	31.49%	36.06%	33.23%
Math	A Grade 3	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	B Grade 4	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	C Grade 5	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	D Grade 6	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	E Grade 7	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	F Grade 8	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%
	G High School	2005	Target ≥		18.54%	25.06%	31.58%	38.10%	44.62%	51.14%	51.14%
			Data	18.98%	24.81%	30.86%	38.29%	42.56%	44.86%	45.42%	42.09%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
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**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	B ≥ Grade 4	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	C ≥ Grade 5	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	D ≥ Grade 6	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	E ≥ Grade 7	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	F ≥ Grade 8	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
	G ≥ High School	31.27%	30.29%	32.27%	34.23%	36.19%	38.15%
Math	A ≥ Grade 3	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	B ≥ Grade 4	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	C ≥ Grade 5	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	D ≥ Grade 6	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	E ≥ Grade 7	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	F ≥ Grade 8	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%
	G ≥ High School	40.13%	38.17%	37.19%	39.15%	41.11%	43.07%

**Targets: Description of Stakeholder Input**

Arkansas' targets for Indicator 3C: Assessment is based on an analysis of the ESEA state targets and trends. During State advisory council meetings stakeholders were provided the opportunity to discuss target setting which included a review of the trend data from the past eight years. Using the analysis of trend data and +/- one standard deviation (1.96), the proficiency targets are set to reflect the declining trend before rates begin to rebound.

Arkansas is changing assessments in FFY2014 (PARCC and NCSC) and new targets will need to be set next year.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

**Data Source:** SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	4599	4626	4532	4382	4160	3946	n	n	n	n	3248

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	835	717	557	289	264	201					93
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	522	828	750	329	558	559					262
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	331	372	393	399	359	281	n	n	n	n	616

**Data Source:** SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	4600	4626	4533	4382	4160	3946	n	n	n	n	5413
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	994	652	428	332	213	156					342
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1281	896	637	613	558	394					843
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	408	444	470	432	377	295	n	n	n	n	2077

**FFY 2013 SPP/APR Data: Reading Assessment**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	4,599	1,688	33.23%	31.27%	36.70%
B Grade 4	4,626	1,917	33.23%	31.27%	41.44%
C Grade 5	4,532	1,700	33.23%	31.27%	37.51%



**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
D Grade 6	4,382	1,017	33.23%	31.27%	23.21%
E Grade 7	4,160	1,181	33.23%	31.27%	28.39%
F Grade 8	3,946	1,041	33.23%	31.27%	26.38%
G High School	3,248	971	33.23%	31.27%	29.90%

**Explanation of Group D Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Reading	9515	29493	33.23%	31.27%	32.26%

**Explanation of Group E Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Reading	9515	29493	33.23%	31.27%	32.26%

**Explanation of Group F Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Reading	9515	29493	33.23%	31.27%	32.26%

**Explanation of Group G Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Reading	9515	29493	33.23%	31.27%	32.26%

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	4,600	2,683	42.09%	40.13%	58.33%
B Grade 4	4,626	1,992	42.09%	40.13%	43.06%
C Grade 5	4,533	1,535	42.09%	40.13%	33.86%
D Grade 6	4,382	1,377	42.09%	40.13%	31.42%
E Grade 7	4,160	1,148	42.09%	40.13%	27.60%
F Grade 8	3,946	845	42.09%	40.13%	21.41%
G High School	5,413	3,262	42.09%	40.13%	60.26%

**Explanation of Group C Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Mathematics	12842	31600	42.09%	40.13%	40.56%

**Explanation of Group D Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Mathematics	12842	31600	42.09%	40.13%	40.56%

**Explanation of Group E Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Mathematics	12842	31600	42.09%	40.13%	40.56%

**Explanation of Group F Slippage**

There is no actual Slippage for the data should be displayed as overall.

	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
Mathematics	12842	31600	42.09%	40.13%	40.56%

### Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

For a comparison of special education students to all students please visit the Arkansas Department of Education's Data Center ( <https://adedata.arkansas.gov/>) and select Arkansas School Performance Report Card (<https://adesrc.arkansas.gov/>).

Additionally, assessment results for all students with disabilities at the state level as well as participation by school building and grade level will be available on the Special Education website under Data and Research in the public reporting section <https://arksped.k12.ar.us/DataAndResearch/PublicReporting.html>.

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

### Required Actions

## Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:



- 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
- B. Percent of districts that have: (a) 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		7.59%	7.11%	7.11%		6.23%	6.23%	6.23%
Data	9.06%	7.57%	11.76%	11.76%	7.86%	6.91%	10.26%	3.69%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets



FFY	2013	2014	2015	2016	2017	2018
Target ≤	5.77%	5.43%	5.11%	4.78%	4.45%	4.12%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 4: Discipline is based on trend analysis and compliance requirements. The indicator was discussed with stakeholders which includes the state's advisory council. For Indicator 4A, the discussion included a review of rates and targets from previous years noting that the number of LEAs identified each year fluctuates. After receiving stakeholder input it was determined to continue the declining target rate and to set the new targets at an annual reduction rate of 1/3 of 1 percent.



## FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

-  Number of districts in the State
-  Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
12	258	3.69%	5.77%	4.65%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

-  Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
-  The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

## State's definition of "significant discrepancy" and methodology

An LEA with a comparative percentage point difference greater than 1.36 is identified as having a significant difference. Arkansas collects student discipline data at the building level for all students through the Arkansas Public School Computer Network (APSCN). Discipline data are submitted to APSCN during Cycle 7 (June) each year. Upon closing

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

the cycle, the ADE-SEU receives two data pulls, an aggregate unduplicated count of general education students by race and ethnicity meeting the greater than 10 days out-of-school suspensions or expulsions and a student level file for children with disabilities which is aggregated into the 618 reporting. The two sets of data allow for the comparative analysis. Further, there is no minimum "n" for Indicator 4A.

The special education benchmark for suspension/expulsion (s/e) rate is the three-year difference between district rates for general education students as compared to children with disabilities greater than 10 days out-of-school suspension/expulsion. Districts are identified as having a significant difference if special education rates are more than 1.36 percentage points higher than the rate for general education students. The formula is presented below.

*Formula: Suspension/expulsion rate for children with disabilities – Suspension/expulsion rate for general education students =*

*Difference between Special Education & General Education students.*

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table, **not including correction of findings**

## FFY 2012 Identification of Noncompliance

### Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)


Description of review


For each of the 12 LEAs that the State identified in 2012-13 as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the State reviewed LEAs policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards via an LEA self-assessment. The State verified each LEA's self-assessment through desk audits and/or on-site visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in zero finding of noncompliance.

Each identified district conducted a self-assessment of policies, procedures, and practices which was submitted to the ADE-SEU Monitoring and Program Effectiveness (M/PE) section. The self-assessments were then reviewed for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district accessed any of the ADE-SEU technical assistance consultants. When necessary, districts were contacted for clarification and directed to resubmit.

The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. Districts identified as having a significant discrepancy are required to submit self-assessments. The Self-Assessment of District Policies, Procedures, and Practices is available on the special education website under Monitoring & Program Effectiveness on the Monitoring Procedure page or <https://arksped.k12.ar.us/Monitoring/Procedures.html>.

If a district fails to comply with any requests, the Associate Director of Special Education is notified for further action. Once the reviews are completed the Associate Director of Special Education sends a letter informing the district superintendent and special education administrator of the district's compliance.

 The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

 The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

### Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0



**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:



- 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
- B. Percent of districts that have: (a) 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

## FFY 2013 SPP/APR Data

Please indicate the type of denominator provided



Number of districts in the State



Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
11	0	258	0%	0%	0%



All races and ethnicities were included in the review

## State's definition of "significant discrepancy" and methodology

The measurement for 4B uses a percent difference calculation within the LEA. The calculation is the difference of a specific race for SWD with suspension/expulsion exceeding 10 days minus the percent of all general education students with suspension/expulsion exceeding 10 days within the LEA. The following criteria are applied after the percent difference is calculated:

- Special Education Child Count must have more than 40 students
- Special Education Child Count must have more than 10 students in a particular race/ethnicity

In 2012-13, there were 15 districts excluded for identification because the child count did not exceed 40 students. Four districts were excluded for a particular race/ethnicity because the child count did not exceed 10 students in a particular race/ethnicity.

Any district identified as having a percentage point difference greater than 4 (special education suspension/expulsion rate for a specific race is more than four percentage points higher than general education suspension/expulsion rate), and that is not excluded by the criteria above, is required to submit a self-assessment for the review discipline policies, procedures, and practices.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings****FFY 2012 Identification of Noncompliance****Review of Policies, Procedures, and Practices** (completed in FFY2013 using 2012-2013 data)

## Description of review

Each of the 11 LEAs which the State identified in 2012-13 as having a Significant Discrepancy by Race or Ethnicity, completed a self-assessment of policies, procedures, and practices related to discipline. The State reviewed LEAs' self-assessments relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State verified each LEA's self-assessment through desk audits and/or onsite visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in zero findings of noncompliance.

Each identified district conducted a self-assessment of policies, procedures, and practices which was submitted to the ADE-SEU Monitoring and Program Effectiveness (M/PE) section. The self-assessments were then reviewed for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district accessed any of the ADE-SEU technical assistance consultants. When necessary, districts were contacted for clarification and directed to resubmit.

The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. Districts identified as having a significant discrepancy are required to submit self-assessments. The Self-Assessment of District Policies, Procedures, and Practices is available on the special education website under Monitoring & Program Effectiveness on the Monitoring Procedure page or <https://arksped.k12.ar.us/Monitoring/Procedures.html>.

If a district fails to comply with any requests, the Associate Director of Special Education is notified for further action. Once the reviews are completed the Associate Director of Special Education sends a letter informing the district superintendent and special education administrator of the district's compliance.

- ☒ The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- ☐ The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

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

(20 U.S.C. 1416(a)(3)(A))

## Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥		48.91%	51.49%	54.29%	56.93%	59.77%	59.77%	59.77%
		Data	48.33%	51.05%	51.80%	52.15%	53.10%	53.87%	53.26%	52.88%
B	2005	Target ≤		12.52%	12.52%	12.52%	12.51%	12.51%	12.51%	12.51%
		Data	12.11%	12.02%	12.65%	13.60%	12.49%	12.42%	12.52%	13.18%
C	2005	Target ≤		2.58%	2.57%	2.57%	2.56%	2.56%	2.56%	2.56%
		Data	2.60%	2.69%	2.76%	2.82%	2.82%	2.80%	2.70%	2.57%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	53.97%	55.93%	57.89%	59.85%	61.81%	63.77%
Target B ≤	12.99%	13.62%	13.03%	12.64%	12.16%	12.00%
Target C ≤	2.55%	2.53%	2.49%	2.46%	2.43%	2.40%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 5: Education Environments (children 6-21) are based on trend analysis which revealed a declining rate in the number of students in the regular class 80% or more of the day. The number of students inside the regular class less than 40% of the day as well as in separate schools, residential facilities, or homebound/hospital placements have remained fairly stable over the years. This information was shared with stakeholders and the state advisory council as part of the discussion for setting new targets. For Indicator 5A the target is set to increase by one standard deviation through 2018. The target for Indicator 5B is set to increase before declining. Targets for Indicator 5C are set to steadily decline.

## Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	52,637	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	27,844	null

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	7,049	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	462	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	493	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	292	null

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	27,844	52,637	52.88%	53.97%	52.90%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	7,049	52,637	13.18%	12.99%	13.39%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	1,247	52,637	2.57%	2.55%	2.37%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**
**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE



Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

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

(20 U.S.C. 1416(a)(3)(A))

## Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								31.50%
		Data							31.00%	30.03%
B	2011	Target ≤								27.13%
		Data							27.63%	28.82%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	31.01%	31.99%	32.97%	33.95%	34.93%	35.94%
Target B ≤	29.80%	30.78%	30.30%	29.83%	28.61%	26.65%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 6: Preschool Environment is based on three years of data which revealed a declining rate in the number of children enrolled in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. Conversely, there is an increasing rate of children being served in separate special education classes, separate schools, or residential facilities. This information was shared and discussed with stakeholders and the new target for 6A was set with a growth rate of ½ of a standard deviation (0.98). The 6B target was set to decline by ¼ (0.49) of a standard deviation annually.

## Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	12,529	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,622	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	382	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	3,190	null



**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	7	null

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,622	12,529	30.03%	31.01%	28.91%
B. Separate special education class, separate school or residential facility	3,579	12,529	28.82%	29.80%	28.57%

**Explanation of A Slippage**

In 2013-14, 28.91% of Arkansas' children with disabilities (CWD) aged 3-5 attended a regular preschool and received the majority of their special education and related services in the regular early childhood program. This is a slight slippage from the 2012-13 rate of 30.03%. While the reason for the slippage is unclear, it is important to note that the majority of the children aged 3-5 are enrolled in private preschools and day care centers which are not part of school districts. This creates a challenge in delivering services within the same setting as their non-disabled peers. Further, 39.10% of Arkansas' early childhood special education population aged 3-5 attend a regular preschool program but receiving their services in a location away from their non-disabled peers.

Additionally, 28.57% children with disabilities aged 3-5 attended a separate special education class, separate school, or residential facility. Of these three settings, the majority of the children received services in separate schools (3,173 students) through an inter-agency agreement with the Arkansas Department of Human Services Division of Developmental Disabilities Services (DHS-DDS) Children Services Section.

At the LEA Academy in October, 2014, the 619 Coordinator presented on LRE in the preschool setting and the importance of inclusive settings relative to increasing child outcomes. Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**
**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE



Results indicator: Percent of preschool children aged 3 through 5 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.

(20 U.S.C. 1416 (a)(3)(A))

## Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2008	Target ≥					90.00%	90.50%	90.50%	90.50%
		Data				89.56%	89.68%	89.61%	89.20%	90.17%
A2	2008	Target ≥					69.00%	69.50%	69.50%	69.50%
		Data				68.61%	66.74%	66.58%	68.25%	64.56%
B1	2008	Target ≥					90.00%	90.50%	90.50%	90.50%
		Data				89.64%	91.34%	90.31%	89.81%	90.80%
B2	2008	Target ≥					60.00%	60.50%	60.50%	60.50%
		Data				59.74%	57.67%	57.43%	57.68%	55.87%
C1	2008	Target ≥					92.00%	92.50%	92.50%	92.50%
		Data				91.68%	90.32%	90.82%	91.00%	91.40%
C2	2008	Target ≥					78.00%	78.50%	78.50%	78.50%
		Data				77.81%	76.23%	76.69%	78.03%	74.09%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	89.16%	89.64%	90.12%	90.60%	91.08%	91.56%
Target A2 ≥	66.32%	66.80%	67.28%	67.76%	68.24%	68.72%
Target B1 ≥	89.98%	90.46%	90.64%	91.42%	91.90%	92.38%
Target B2 ≥	57.17%	56.21%	57.19%	58.17%	59.64%	61.11%
Target C1 ≥	90.71%	89.73%	90.21%	91.17%	91.65%	92.13%
Target C2 ≥	75.95%	74.97%	73.99%	75.46%	76.93%	78.40%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 7: Preschool Outcomes is based a trend analysis which revealed the rates for all six sub-indicators remained consistent, within one or two percentage points of the baseline year. The results of the analysis were discussed with stakeholders and new targets were set using  $\frac{1}{4}$  to  $\frac{3}{4}$  of a standard deviation. Targets for A1, A2, and B1 were set using  $\pm \frac{1}{4}$  of a standard deviation while B2, C1, and C2 uses  $\pm \frac{1}{2}$  to  $\frac{3}{4}$  of a standard deviation.

## FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	5,076
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children
a. Preschool children who did not improve functioning	132
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	359
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,378
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,840
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,367

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	3,218	3,709	90.17%	89.16%	86.76%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	3,207	5,076	64.56%	66.32%	63.18%

**Explanation of A1 Slippage**

There were 5,076 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 86.76% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a decrease from the FFY 2012 year of 90.17%, and falls short of the 89.16% target by 2.4 percentage points. Although the percentages represent slippage there is evidence of improvement with 27.15% of children having improved functioning nearer to same-age peers. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased to 7.07% from the 2012-13 rate of 5.13%.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619 coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

**Explanation of A2 Slippage**

Of the 5,076 children with entry and exit assessment data, 63.18% of children were functioning within age level by the time they turned six or exited the program. This represents slippage, a decrease of 1.38 percentage points. Arkansas missed the target of 66.32% by 3.14 percentage points. Although the percentages represent slippage there is evidence of improvement with 34.22% of children having improved functioning nearer to same-age peers or made personal gains.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619

coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

## Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	110
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	419
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,773
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,181
e. Preschool children who maintained functioning at a level comparable to same-aged peers	593

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	3,954	4,483	90.80%	89.98%	88.20%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2,774	5,076	55.87%	57.17%	54.65%

### Explanation of B1 Slippage

There were 5,076 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 88.20% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a decrease from the FFY 2012 year of 90.80%, and falls short of the 89.98% target by 1.78 percentage points. Although the percentages represent slippage there is evidence of improvement with 34.93% of children having improved functioning nearer to same-age peers. While the percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased to 8.25% from the 2012-13 rate of 6.11%.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619 coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

### Explanation of B2 Slippage

Of the 5,076 children with entry and exit assessment data, 54.65% of children were functioning within age level by the time they turned six or exited the program. This represents slippage, a decrease of 1.22 percentage points. Arkansas missed the target of 57.17% by 2.52 percentage

points. Although the percentages represent slippage there is evidence of improvement with 43.18% of children having improved functioning nearer to same-age peers or made personal gains.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619 coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

### Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	90
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	282
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,005
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,020
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,679

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	3,025	3,397	91.40%	90.71%	89.05%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	3,699	5,076	74.09%	75.95%	72.87%

### Explanation of C1 Slippage

There were 5,076 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 89.05% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a decrease from the FFY 2012 year of 91.40%, and falls short of the 90.71% target by 1.66 percentage points. Although the percentages represent slippage there is evidence of improvement with 19.80% of children having improved functioning nearer to same-age peers. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased to 5.55% from 4.30% in 2012-13.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619 coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also

reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

### Explanation of C2 Slippage

Of the 5,076 children with entry and exit assessment data, 72.87% of children were functioning within age level by the time they turned six or exited the program. This represents slippage, a decrease of 1.22 percentage points. Arkansas missed the target of 75.95% by 3.08 percentage points. Although the percentages represent slippage there is evidence of improvement with 25.35% of children having improved functioning nearer to same-age peers or made personal gains.

As for a definitive reason for the slippage, it is difficult to determine. One reason for the possible slippage is early childhood program staff have become more proficient in accurately scoring the child's functional levels. Another possible reason is the decrease in the number of students receiving services in the regular preschool setting with their non-disabled peers.

Arkansas continues to provide training on measuring early childhood outcomes and using the COSF. Improvement has been noted in this process during on-site monitoring. In June 2013, the IDEA Data & Research Office hosted the Special Education Data Summit which included a one-day workshop on early childhood outcomes. The workshop was conducted by staff from the Early Childhood Outcomes Center. Additionally, the 619 coordinator provided in-service training throughout the year to early childhood programs as requested. At the LEA Academy in October, 2014, the 619 Coordinator's presentation included early childhood outcomes and the use of the child outcomes summary form. The scoring process was also reviewed during on-site monitoring.

Arkansas will continue to prioritize the essential partnerships with early childhood providers around increasing quality special education services in the regular preschool setting.

**Was sampling used?** No

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)?** Yes

### Actions required in FFY 2012 response table

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

### Responses to actions required in FFY 2012 response table

The state has reported progress and actual target data for FFY13.

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

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## Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

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.



(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? Yes

Will you be providing the data for preschool children separately? Yes

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Preschool	2005	Target ≥		84.00%	85.00%	86.00%	87.00%	88.00%	88.00%	88.00%
		Data	82.92%	88.50%	87.60%	90.90%	84.90%	90.50%	92.71%	92.57%
School Age	2005	Target ≥		93.00%	94.50%	94.50%	95.00%	96.00%	96.00%	96.00%
		Data	95.35%	93.50%	94.40%	95.10%	93.60%	95.10%	95.18%	95.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Preschool Target ≥	89.94%	90.92%	91.90%	92.88%	93.86%	94.84%
School-age Target ≥	94.05%	94.53%	95.01%	95.49%	95.97%	96.45%

### Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 8: Family Involvement is based a trend analysis which revealed the rates for preschool have fluctuated between 1-3 percentage points over the past few years which is similar to the school age rates. This analysis was presented to stakeholders and keeping in line with setting other indicator targets, the early childhood targets were set to increase by ½ of a standard deviation while school age targets were set to increase by ¼ of a standard deviation.

### FFY 2013 SPP/APR Data

	Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Preschool	4,554	5,059	92.57%	89.94%	90.02%
School-age	17,195	18,376	95.00%	94.05%	93.57%

### Explanation of School-age Slippage

#### School Age Slippage

Local education agencies with special education school age programs conducted family outcome surveys for the 2013-14 school year. Overall, 18,376 surveys were collected. Of those surveys, 17,195 respondents (93.57%), reported the school facilitated parent involvement as a means

for improving services and results for children with disabilities, falling short of the target rate of 94.05% by 0.48 percentage points.

While there is slippage Arkansas missed the target by less than 0.50 percentage points. An analysis of the root cause for the slippage result was inconclusive.

The ADE-SEU continues to stress the importance of parent involvement through professional development and monitoring activities. State professional development efforts in 2013-14 focused on providing parents meaningful opportunities for participation.

Each February the IDEA Data & Research Office, in its monthly newsletter, reminds LEAs that they are required to (1) offer every child's parent/guardian the opportunity to participate in the survey; and (2) submit the survey data to the ADE-SEU no later than July 15th. The surveys can be completed online via a secured website or by mailing all completed scan forms to the IDEA Data & Research Office for scanning.

The ADE has launched the My Child/My Student campaign to support better communication between schools and families. The goal of this campaign is to encourage on-going communication between parents and teachers. The campaign will give parents helpful information and tips they can use to discuss their child's educational progress and goals. Additionally, teachers will be provided questions, tips and resources they can use to converse with a student's parent(s) or guardian(s).

The ADE will post resources, tips and links to helpful websites for parents and teachers on this page, and a new topic will be highlighted each month throughout the 2014-15 school year. All schools, organizations, and supporters are invited to use, revise, post, and/or share the documents and social media assets. The My Child/My Student campaign can be followed on Facebook and/or Twitter. The ADE-SEU will push out information relative to family survey's through My Child/My Student social media and post information on the website.

### Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

The number of responding parents/guardians increased in 2013-14 for early childhood and school age programs. Representativeness of the respondents shows many racial/ethnic groups and disabilities remain under-represented when compared to December 1, 2013 child count. Part of the under-representation is associated with race/ethnic group and/or disability category not being marked on the surveys by the respondents.

As evident in Table I-8.1, families of children with disabilities (CWD) ages 3-21, who responded to the survey, are not representative of the December 1 child count for 2013-14 by race/ethnicity. Using a +/- 3% as the criteria to identify over- or under-representativeness, families of CWD in early childhood programs are not over/under-represented in any racial/ethnic group. However the racial category of white only missed being under-identified by 0.01 percentage points. Families of CWD in school age programs are under-represented in all racial/ethnic groups except in the category of "two or more races". They are significantly under-represented in Black and Hispanic. It should be noted that 6.76% of survey respondents failed to indicate their racial/ethnic group.

**Table I-8.1 Percentage Point Difference in Racial/Ethnic Groups in December 2013 Child Count and 2013-14 Family Survey Respondents by Program Type**

	Asian	Black	Hispanic	Native American/Alaska Native	Native Hawaiian/Pacific Islander	Two or More Races
Early Childhood	0.06%	0.47%	-2.20%	0.03%	-0.16%	0
School Age	-0.19%	-5.08%	-3.64%	-0.25%	-0.20%	4

All special education programs that had a "zero return" on the Family Survey for 2012-2013 were required to complete a Response Table to address Indicator 8, Parent Involvement. The Response Table is a tool to assist the LEA in determining if the issues related to a "zero response" on the Family Outcomes Survey were isolated or more systemic in nature and to identify any follow-up corrective action. The Monitoring/Program Effectiveness section provided technical assistance and support for the implementation of any identified corrective actions, and the district was responsible for assuring the completion of these actions.

#### Early Childhood

The 2013-14 representativeness by race and disability reflects a marked improvement; however, using the +/- 3% criteria, one racial/ethnic group is still under-represented, White. White is under-represented in developmental delay. The relative difference of child count demographics to early childhood respondents shows improvement from the previous years. Even with improved representativeness and response rates there is a need for continual training on the preparation, collection, and submission of the family surveys. A breakdown of early childhood demographics for child count and survey respondents is presented in Exhibit I-8.2

#### Exhibit I-8.2: Early Childhood Family Survey Representativeness

	Not Reported	Asian	Black	Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More Races
Not Reported	2.23%	0.06%	2.15%	0.41%	0.06%	0.00%	0.22%
Autism	0.02%	-0.01%	-0.12%	-0.08%	-0.02%	-0.01%	-0.01%

Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hearing Impaired	0.00%	0.00%	-0.06%	-0.02%	0.00%	0.00%	-0.01%
Multiple Disabilities	0.02%	-0.01%	0.07%	0.25%	0.00%	0.00%	0.00%
Other Health Impairment	0.00%	0.01%	0.25%	0.15%	0.00%	0.02%	0.02%
Orthopedic Impaired	0.00%	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%
Developmental Delay	1.20%	0.03%	-0.66%	-2.41%	0.02%	0.13%	0.48%
Speech Impaired	0.32%	-0.02%	-1.17%	-0.51%	-0.03%	-0.02%	0.03%
Traumatic Brain Injury	0.00%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.00%
Vision Impaired	0.00%	0.00%	0.02%	0.00%	0.00%	0.00%	0.00%
TOTAL*	3.78%	0.06%	0.47%	-2.21%	0.03%	0.12%	0.73%

**School Age**

While school age respondents tend to be more under-represented than early childhood, there is improvement. The 2013-14 representativeness by race and disability using the +/- 3% criteria, reveals over- and under-representation in two racial categories, Black and white. Students in the racial category of black are under-represented in two disability categories, Speech Impaired and Specific Learning Disability; while over-represented in Multiple Disabilities. The racial group white, is over-represented in Deaf/Blind and Multiple Disabilities while being under-represented in Speech Impaired and Specific Learning Disabilities. It should be noted that 6.76% of the survey respondents did not indicate the race and/or disability. Even with improved representativeness and response rates, there is a need for continual training on the preparation, collection, and submission of the family surveys. A breakdown of school age demographics for child count and survey respondents is presented in Exhibit I-8.3.

**Exhibit I-8.3: School Age Family Survey Representativeness**

	Not Reported	Asian	Black	Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More Races
Not Reported	1.32%	0.01%	1.02%	0.39%	0.02%	0.03%	2.25%
Autism	0.36%	-0.08%	-0.64%	-0.33%	-0.01%	-0.03%	-0.11%
Deaf/Blind	0.00%	0.10%	2.19%	0.84%	0.08%	0.01%	1.06%
Emotional Disturbance	0.10%	0.01%	0.15%	0.04%	-0.01%	0.00%	0.08%
Hearing Impaired	0.02%	-0.01%	-0.11%	-0.11%	0.00%	-0.02%	-0.01%
Multiple Disabilities	0.18%	0.04%	3.94%	1.03%	0.08%	0.03%	1.35%
Intellectual Disability	0.55%	0.06%	-1.83%	-0.58%	0.00%	-0.05%	0.14%
Other Health Impairment	1.02%	-0.01%	-1.51%	-0.34%	-0.04%	-0.01%	0.45%
Orthopedic Impaired	0.02%	0.01%	1.70%	0.21%	0.01%	0.02%	0.49%
Speech Impaired	0.93%	-0.23%	-4.48%	-2.46%	-0.13%	-0.08%	-0.60%
Specific Learning Disability	2.24%	-0.09%	-5.53%	-2.35%	-0.25%	-0.10%	-0.42%
Traumatic Brain Injury	0.01%	0.01%	0.01%	0.01%	0.00%	0.00%	0.01%
Vision Impaired	0.02%	-0.01%	0.02%	0.02%	0.00%	0.00%	0.02%
Total*	6.76%	-0.19%	-5.08%	-3.64%	-0.25%	-0.20%	4.72%

The data is not fully representative of Arkansas' child count. Arkansas will continue to train LEAs on the preparation, collection, and submission of the family surveys. Each February the IDEA Data & Research Office, in its newsletter, reminds LEAs that they are required to (1) offer every child's parent/guardian the opportunity to participate in the survey; and (2) submit the survey data to the ADE-SEU no later than July 15th. The newsletter provides strategies for improving response rates along with instructions on how to complete the surveys online via a secure website or by mailing all completed scan forms to the IDEA Data & Research Office for scanning.

The ADE has launched the My Child/My Student campaign to support better communication between schools and families. The goal of this campaign is to encourage on-going communication between parents and teachers. The campaign will give parents helpful information and tips they can use to discuss their child's educational progress and goals. Additionally, teachers will be provided questions, tips and resources they can use to converse with a student's parent(s) or guardian(s).

The ADE will post resources, tips and links to helpful websites for parents and teachers on this page, and a new topic will be highlighted each month throughout the 2014-15 school year. All schools, organizations, and supporters are invited to use, revise, post, and/or share the documents and social media assets. The My Child/My Student campaign can be followed on Facebook and/or Twitter. The ADE-SEU will push out information relative to family survey's through My Child/My Student social media and post information on the website.

Was sampling used? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No



Yes, the data accurately represent the demographics of the State



No, the data does not accurately represent the demographics of the State

### Actions required in FFY 2012 response table

In the FFY 2013 APR, the State must report whether its FFY 2013 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

### Responses to actions required in FFY 2012 response table

The data is not fully representative of Arkansas' child count. Arkansas will continue to train LEAs on the preparation, collection, and submission of the family surveys. Each February the IDEA Data & Research Office, in its newsletter, reminds LEAs that they are required to (1) offer every child's parent/guardian the opportunity to participate in the survey; and (2) submit the survey data to the ADE-SEU no later than July 15th. The newsletter provides strategies for improving response rates along with instructions on how to complete the surveys online via a secured website or by scan forms. Request for scan forms are made to the IDEA Data & Research Office. Completed forms are to be returned by July 15th annually for scanning. LEAs can keep unused forms for the next school year.

The ADE has launched the My Child/My Student campaign to support better communication between schools and families. The goal of this campaign is to encourage on-going communication between parents and teachers. The campaign will give parents helpful information and tips they can use to discuss their child's educational progress and goals. Additionally, teachers will be provided questions, tips and resources they can use to converse with a student's parent(s) or guardian(s).

The ADE will post resources, tips and links to helpful websites for parents and teachers on this page, and a new topic will be highlighted each month throughout the 2014-15 school year. All schools, organizations, and supporters are invited to use, revise, post, and/or share the documents and social media assets. The My Child/My Student campaign can be followed on Facebook and/or Twitter. The ADE-SEU will push out information relative to family survey's through My Child/My Student social media and post information on the website.

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets

The State reported that the data for this indicator were collected from a response group that was not representative of the population. OSEP notes that the State included strategies or improvement activities to address this issue in the future.

### Required Actions

In the FFY 2014 APR, the State must report whether its FFY 2014 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

## Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations



Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- ☐ Number of districts in the State
- ☐ Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	242	0%	0%	0%

☒ All races and ethnicities were included in the review

### Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

#### Identification –All Disabilities

In order to demonstrate educational equity, relative to opportunity, services, and decision-making, the racial composition of students receiving special education services in a school district should be proportionally similar to the composition of students in the district. Thus, it is important to ensure that racial/ethnic groups in a school district are not disproportionately represented in special education.

To identify disproportionate race/ethnic representation, Arkansas uses Westat's Risk Ratio application. However, the State also applies secondary criteria along with the risk ratio.

#### Over-Representation

A risk ratio methodology was used to determine if a district has disproportionate representation. District enrollment and special education child count data were examined and adjusted according to the following criteria.

- Students receiving services in a private residential treatment program are removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. Students in private residential treatment facilities are excluded because

the State rules governing private residential treatment facilities state that a student belongs to the district where the facility is located; therefore, enrollment of such students would artificially increase the district's special education child count and district wide enrollment.

2. After the October 1 enrollment and December 1 child count is adjusted for students in private residential treatment facilities, weighted risk ratios are generated. Both risk ratios and weighted risk ratios are examined and the lowest value is selected as the districts risk for identifying students of a particular race for special education.
3. Some risk ratios are considered invalid if (1) the district enrollment of a racial/ethnic group is less than 5% or more than 95% of the district's enrollment or (2) the number of students in the district's child count is equal or less than 40.

Once adjusted, Disproportionate Representation is defined as a district that has risk ratios greater than 4.00 for over-representation.

In 2013-14, 16 districts with an "N" size less than 40 were excluded from being identified for this indicator. Additionally, numerous districts were excluded using the 5% or 95% criteria for specific racial or ethnic categories. Zero districts were excluded from all categories based on the outlier criteria.

#### Actions required in FFY 2012 response table

None

#### Responses to actions required in FFY 2012 response table, **not including correction of findings**

#### Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

#### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

#### Required Actions

## Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations



Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided



Number of districts in the State



Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
6	0	242	0%	0%	0%



All races and ethnicities were included in the review

### Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

To identify disproportionate racial and/or ethnic representation by disability category, Arkansas uses Westat's Weighted Risk Ratio application. However, the State has applied its own criteria in applying the weighted risk ratio.

#### Over-Representation in a Disability Category

There are six disability categories that must be examined under Indicator 10: Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairments, Specific Learning Disabilities, and Speech Language Impairment. A risk ratio methodology was used to determine if a district had disproportionate representation within the six disabilities. However, the district enrollment and special education child count data were examined and adjusted according to the following criteria.

1. Students receiving services in a private residential treatment program are removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. Students in private residential treatment facilities are excluded because the State rules governing private residential treatment facilities state that a student belongs to the district where the facility is located; therefore, enrollment of such students would artificially increase the district's special education child count and district wide enrollment.



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2. After the October 1 enrollment and December 1 child count are adjusted for students in private residential treatment facilities, risk ratios are generated for each of the six disability categories.
3. Further, risk ratios are considered invalid if (1) the district enrollment of a racial or ethnic group is less than 5% or (2) the number of students in a disability category is below 40.

Once adjusted with the above criteria, weighted risk ratios greater than 4.00 are considered an over-representation.

In 2013-14, 16 districts with an “N” size less than 40 were excluded from being identified for this indicator. Additionally, numerous districts were excluded using the 5% criteria for specific racial or ethnic categories. Zero districts were excluded from all categories.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings****Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

## Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find



**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.

(20 U.S.C. 1416(a)(3)(B))

## Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	91.91%	98.93%	97.69%	98.50%	99.00%	99.41%	99.42%	99.60%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

## FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
17,034	16,969	99.60%	100%	99.62%

Number of children included in (a), but not included in (b) [a-b]	65
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**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

In 2013-14, there were 17,034 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State's 60-day timeline was 16,969 or 99.62%, an improvement from the 2012-13 rate of 99.60%. Of the 16,969 children, 4,034 or 23.78% were determined not eligible, while 12,935 or 76.22% were determined eligible. There were 65 children whose evaluations exceeded the 60 day timeline, a decrease from 70 children reported in 2012-13. A verification of the 13 LEAs which the 65 children represent revealed 54 (83.08%) were determined eligible and 11 (16.92%) were found not eligible. The number of days beyond the 60-day timeline varied from 1 to 119 days for students who were later found not eligible and 1 to 227 days for students found eligible. Reasons for exceeding the 60-day timeline included team error and contractor availability.

A root cause analysis of this indicator continues to identify two key issues: (1) LEA team errors such as timeline calculations, and (2) availability of contracted evaluators. Arkansas regulations do not provide any exceptions for weekends, holidays, or school breaks including summer. State timelines are based on calendar days, not business days. Further analysis of this issue revealed timelines were often exceeded as a result of these non-school periods. In addition, Arkansas has many small districts which utilize contracted services. In discussions with LEAs, the ADE-SEU has recommended (1) a contractual statement which would address the contractor's responsibility related to timelines and repercussions when timelines are missed and (2) the exploration of using fewer contracted evaluators by partnering with other LEAs to hire staff jointly.

Additionally, on of December 24, 2014 using current year data (statewide data system), verification of the correction of noncompliance for the 13 LEAs yielded one LEA with recurring noncompliance. This was "red flagged" to the Associate Director's office for further action.

**Indicate the evaluation timeline used**

- ☒ The State used the 60 day timeframe within which the evaluation must be conducted.
- ☐ The State established a timeline within which the evaluation must be conducted.

**What is the source of the data provided for this indicator?**

- ☒ State monitoring
- ☐ State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

**Data Collection:** There are two different data collection systems for special education. First, there is the Arkansas Department of Education's student management system managed by the Arkansas Public School Computer Network (APSCN) which is utilized by the school districts, charter schools, and educational cooperatives. The second data system is Special Education's MySped Resource web-based application which is utilized by other state agencies offering educational services such as the Department of Human Services Division of Developmental Disabilities Services (DDS) and Arkansas Department of Corrections (ADC).

The end of year data collection is to be submitted to the state information system (SIS) by midnight June 15th. Districts with schools operating year round buildings have until June 30th to submit the year end data. The MySped Resource data collection applications do not close until July 15th since the programs using the MySped Resource applications are 12 month programs.

Preparation for data transfer from the SIS warehouse to special education includes the data and reporting office in ADE's Research and Technology Division forwarding the data files to the ADE Special Education Unit's technology manager by July 15th. Between July 15th and August 15th the special education database administrator prepares and loads the entire end of school year student level data (SIS and MySped Resource) into the special education data warehouse. The preparation includes ensuring all districts are represented in the data set and that no required fields (e.g. disability code) in the various data tables are blank, which would cause the upload to fail. The data sets include school age exits, discipline, early childhood exits, early childhood outcomes, early intervening services, and referral tracking. The IDEA Data & Research Office staff preliminary analysis of data errors is completed by August 31st and LEAs review and correct data errors between September 1st and September 30th.

**Data Cleaning, Clarification, and Follow-up (September 1 through November 30):** Each LEA can review data error reports via MySped Resource. The error reports are dynamic and contain student information. As errors are corrected the student is removed from the report. The IDEA Data & Research Office staff continue to run error checks throughout the cycle review period (September 1-30) to ensure LEAs are reviewing their data and making corrections prior to the September 30th deadline.

Once the cycle review period is complete, referral records are checked for missing data (i.e. dates or reason for exceeding timelines) related to timely evaluation (Indicator 11) and early childhood transition (Indicator 12) one final time. Any LEA found to still have missing data elements is contacted via phone to finalize the data. Failure to provide evidence of data error corrections (i.e. the missing data) by November 1st may result in a LEA being cited for Timely and Accurate Reporting.

The referral tracking data reviewed by the IDEA Data & Research Office staff begins October 1 and is checked for the following errors:

- Referral Date Exceeds FY
- Age of student is not within acceptable parameters (younger than 2 or older than 21)
- Inconsistent timeline: expected chronological order (referral->initial parental consent->evaluation->eligibility determined->parental consent to place) is not observed
- Process continued without initial parental consent
- 60 day consent to evaluation completion timeline exceeded with no reason recorded
- Evaluation was completed but no eligibility determination date was recorded
- 30 day evaluation to eligibility determination timeline exceeded with no reason recorded
- Indication of placement in special education without a date of parental consent to place recorded
- Indication of placement in special education without an evaluation completion date recorded
- Indication of placement in special education without an eligibility determination date recorded
- Record completed with a reason of "not eligible" with no eligibility determination date recorded
- Special education placement inconsistent (record indicates the student was not placed yet the completion reason is "SP" or record indicates student was placed yet the completion reason is "NE")
- Referral process incomplete

**Identification of Non-compliance:** Prior to calculation of Indicators 11 and 12 for the APR in October/November, referral records exceeding the 60 day evaluation timeline for which a code of "other" was recorded are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance of State regulations this process is also applied to the 30 day eligibility determination timeline.

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Further, failure of an LEA to submit referral data, without prior notification that they had zero referrals for the year, results in an automatic 0% LEA rate for the related indicator(s). Missing data which prohibits the calculation of a record is considered a missed timeline since verification of timeliness cannot be made. This results in the elevation of the record being “flagged” for noncompliance.

**Verification of Services and Correction:** The referral tracking data captures eligibility determination date, placement to special education (y/n) and parent consent to place date, thus allowing verification of the whole process. If these data elements are missing, the IDEA Data & Research Office staff reviews the APSCN special education modules and/or the MySped Resource DDS Application to verify that students who had their evaluation timelines exceed 60 day were evaluated, had eligibility determined, and had an IEP developed when found to be eligible.

Verification of correction of noncompliance is further conducted by reviewing the referral tracking data for the current school year. Referrals already entered into the student management system are reviewed to determine if the LEA is currently in compliance. If correction of noncompliance cannot be verified, the records are elevated from a “flag” to a “red flag” and the information is sent to the Associate Director of Special Education for further action.

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table, **not including correction of findings**

### Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
22	22	0	0

### FFY 2012 Findings of Noncompliance Verified as Corrected

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The ADE-SEU verified that each of the 22 LEAs with findings in FFY 2012 is correctly implementing the specific regulatory requirements.

The verification process included on-site monitoring and the review of the special education modules of the student management system. Through the student management system and on-site monitoring, late initial evaluations were verified to have been completed and an IEP implemented if the child was eligible, unless the child is no longer within the jurisdiction of the LEA. Further review of the student management system examined current year referrals to verify if a systemic issue existed.

The State will continue to implement and refine verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The State has verified, by reviewing the special education modules of the student management system, that each of the 22 LEAs with findings in FFY 2012 is correctly implementing the specific regulatory requirements.

The State has verified through the student management system initial evaluations, although late, were completed and an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.

Further review of the student management system examined current year referrals to verify if a systemic issue existed. The records reviewed in November and December 2013 by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.

### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently

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collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

### Required Actions

## Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition



Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

## Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	75.91%	97.58%	97.38%	99.27%	99.14%	99.21%	99.53%	99.15%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

## FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	834
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	106
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	696
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	21
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	10

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	696	697	99.15%	100%	99.86%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	1
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Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

One (1) Part C to B referral did not have eligibility determined prior to the third birthday and the child was found to be not eligible for services. The number of days beyond the third birthday was 12. A root cause analysis found that the eligibility determination delay was due to LEA error.

What is the source of the data provided for this indicator?



State monitoring

**State database that includes data for the entire reporting year**

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

**Data Collection:** There are two different data collection systems for special education. First, there is the Arkansas Department of Education's student management system managed by the Arkansas Public School Computer Network (APSCN) which is utilized by the school districts, charter schools, and educational cooperatives. The second data system is Special Education's MySped Resource web-based application which is utilized by other state agencies offering educational services such as the Department of Human Services Division of Developmental Disabilities Services (DDS) and Arkansas Department of Corrections (ADC).

The end of year data collection is to be submitted to the state information system (SIS) by midnight June 15th. Districts with schools operating year round buildings have until June 30th to submit the year end data. The MySped Resource data collection applications do not close until July 15th since the programs using the MySped Resource applications are 12 month programs.

Preparation for data transfer from the SIS warehouse to special education includes the data and reporting office in ADE's Research and Technology Division forwarding the data files to the ADE Special Education Unit's technology manager by July 15th. Between July 15th and August 15th the special education database administrator prepares and loads the entire end of school year student level data (SIS and MySped Resource) into the special education data warehouse. The preparation includes ensuring all districts are represented in the data set and that no required fields (e.g. disability code) in the various data tables are blank, which would cause the upload to fail. The data sets include school age exits, discipline, early childhood exits, early childhood outcomes, early intervening services, and referral tracking. The IDEA Data & Research Office staff preliminary analysis of data errors is completed by August 31st and LEAs review and correct data errors between September 1st and September 30th.

**Data Cleaning, Clarification, and Follow-up (September 1 through November 30):** Each LEA can review data error reports via MySped Resource. The error reports are dynamic and contain student information. As errors are corrected the student is removed from the report. The IDEA Data & Research Office staff continue to run error checks throughout the cycle review period (September 1-30) to ensure LEAs are reviewing their data and making corrections prior to the September 30th deadline.

Once the cycle review period is complete, referral records are checked for missing data (i.e. dates or reason for exceeding timelines) related to timely evaluation (Indicator 11) and early childhood transition (Indicator 12) one final time. Any LEA found to still have missing data elements is contacted via phone to finalize the data. Failure to provide evidence of data error corrections (i.e. the missing data) by November 1st may result in a LEA being cited for Timely and Accurate Reporting.

The referral tracking data reviewed by the IDEA Data & Research Office staff begins October 1 and is checked for the following errors:

- Referral Date Exceeds FY
- Age of student is not within acceptable parameters (younger than 2 or older than 21)
- Inconsistent timeline: expected chronological order (referral->initial parental consent->evaluation->eligibility determined->parental consent to place) is not observed
- Process continued without initial parental consent
- 60 day consent to evaluation completion timeline exceeded with no reason recorded
- Evaluation was completed but no eligibility determination date was recorded
- 30 day evaluation to eligibility determination timeline exceeded with no reason recorded
- Indication of placement in special education without a date of parental consent to place recorded
- Indication of placement in special education without an evaluation completion date recorded
- Indication of placement in special education without an eligibility determination date recorded
- Record completed with a reason of "not eligible" with no eligibility determination date recorded
- Special education placement inconsistent (record indicates the student was not placed yet the completion reason is "SP" or record indicates student was placed yet the completion reason is "NE")
- Referral process incomplete

Specific to Indicator 12 records flagged as being a "Part C to Part B transition" or C to B concurrent record are further checked for:

- o Eligibility determination occurred after the child's third birthday (exceeding timelines) and no reason was recorded

**Identification of Non-compliance:** Prior to calculation of Indicators 11 and 12 for the APR in October/November, referral records exceeding the 60 day evaluation timeline for which a code of "other" was recorded are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance of State regulations this process is also applied to the 30 day eligibility determination timeline.

Further, failure of an LEA to submit referral data, without prior notification that they had zero referrals for the year, results in an automatic 0% LEA rate for the related indicator(s). Missing data which prohibits the calculation of a record is considered a missed timeline since verification of timeliness cannot be made. This results in the elevation of the record being "flagged" for noncompliance.



**Verification of Services and Correction:** The referral tracking data captures eligibility determination date, placement to special education (y/n) and parent consent to place date, thus allowing verification of the whole process. If these data elements are missing, the IDEA Data & Research Office staff reviews the APSCN special education modules and/or the MySped Resource DDS Application to verify that students who had their evaluation timelines exceed 60 day were evaluated, had eligibility determined, and had an IEP developed when found to be eligible.

Verification of correction of noncompliance is further conducted by reviewing the referral tracking data for the current school year. Referrals already entered into the student management system are reviewed to determine if the LEA is currently in compliance. If correction of noncompliance cannot be verified, the records are elevated from a “flag” to a “red flag” and the information is sent to the Associate Director of Special Education for further action.

#### Actions required in FFY 2012 response table

None

#### Responses to actions required in FFY 2012 response table, **not including correction of findings**

#### Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	0	0

#### FFY 2012 Findings of Noncompliance Verified as Corrected

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

Through the student management system, children identified as not having eligibility determined by their 3rd birthday were verified to have (1) had eligibility determined; and (2) an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.

The ADE-SEU requested that the IDEA Data & Research Office verify the correction of noncompliance via the student management system. A review of subsequent data showed that subgrantees noncompliant in FFY 2012 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2013. Additionally, through the student management system it was verified that the LEA developed and implemented the IEPs, although late, unless the child was no longer within the jurisdiction of the LEA.

Technical assistance was provided by M/PE section on the regulatory requirements to ensure the LEA and subgrantees are correctly implementing the specific regulatory requirements. Trainings continue to be held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124, including correction of noncompliance.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Through the student management system, children identified as not having eligibility determined by their 3rd birthday were verified to have (1) had eligibility determined; and (2) an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.

The ADE-SEU requested that the IDEA Data & Research Office verify the correction of noncompliance via the student management system. A review of subsequent data showed that subgrantees noncompliant in FFY 2012 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2013. Additionally, through the student management system it was verified that the LEA developed and implemented the IEPs, although late, unless the child was no longer within the jurisdiction of the LEA.

Further review of the student management system examined subsequent year referrals to determine if a systemic issue existed. The records reviewed in November and December 2013 by the IDEA Data & Research Office found no further noncompliance.

Technical assistance continues to be provided by M/PE section on the regulatory requirements to ensure the LEA and subgrantees are correctly implementing the specific regulatory requirements. Trainings continue to be held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124, including correction of noncompliance.

### **OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

### **Required Actions**

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## Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective 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.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					96.34%	96.19%	96.51%	89.07%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
209	212	89.07%	100%	98.58%

What is the source of the data provided for this indicator?

- ☒ State monitoring
- ☐ State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

As part of Arkansas' monitoring and general supervision system, the Monitoring/Program Effectiveness section has oversight of special education programs in the state's public schools and co-ops. The M/PE Section, in conjunction with the ADE-SEU's Non-Traditional Section, also oversees the implementation of special education programs in the State's open-enrollment charter schools, State-operated and State-supported facilities and institutions, Juvenile Detention Facilities and DHS-Division of Youth Services (DYS) juvenile treatment centers, and private agencies and residential sites located throughout the state.

Beginning no later than the first IEP to be in effect when an Arkansas youth with an IEP is 16, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching these goals are developed.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district IEPs to ascertain a district's status with regard to secondary transition plans. Arkansas utilizes the Indicator 13 checklist, developed by the National Secondary Transition Technical Assistance Center (NSTTAC), in its monitoring procedures to ensure the transition components are present in every student's IEP aged 16-21. The data is collected via an electronic monitoring form completed by the SEA staff and/or LEA staff. If an IEP is found to be noncompliant and correction does not occur

prior to issuing a letter of findings, the district is cited for non-compliance and must submit a corrective action plan (CAP) to the ADE-SEU.

#### Actions required in FFY 2012 response table

None

#### Responses to actions required in FFY 2012 response table, **not including correction of findings**

#### Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

#### FFY 2012 Findings of Noncompliance Verified as Corrected

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The State verified that the 3 findings of noncompliance from FFY 2012 were corrected as soon as possible, but in no case later than one year from identification. A review of policy, procedures, and practices for each LEA with identified noncompliance was conducted to ensure that the specific regulatory requirements were being correctly implemented.

The ADE-SEU Monitoring/ Program Effectiveness Section (M/PE) verified the correction of noncompliance via desk audits of LEA submitted documentation and/or on-site visits to the LEAs in question. Documentation obtained from on-site monitoring visits and/or desk audits confirmed that all individual student files had been corrected in less than one year unless the student was no longer within the jurisdiction of the LEA. The M/PE staff verified the LEA was correctly implementing the regulatory requirements through the review of additional student records during on-site visits. Therefore, based on desk audits of documentation submitted by the LEA, and/or on-site visits to the LEAs, it was determined that the 11 findings of noncompliance had been corrected within the one year timeline and the review of updated data verified 100% compliance.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The State verified that the 3 findings of noncompliance from FFY 2012 were corrected as soon as possible but in no case later than one year from identification. A review of policy, procedures, and practices for each LEA with identified noncompliance was conducted to ensure that the specific regulatory requirements were being correctly implemented.

The ADE-SEU Monitoring/ Program Effectiveness Section (M/PE) verified the correction of noncompliance via desk audits of LEA submitted documentation and/or on-site visits to the LEAs in question. Documentation obtained from on-site monitoring visits and/or desk audits confirmed that all individual student files had been corrected in less than one year unless the student was no longer within the jurisdiction of the LEA. Based on desk audits of documentation submitted by the LEA, and/or on-site visits to the LEAs, it was determined that the 11 IEPs determined to be out of compliance had been corrected within the one year timeline and the review of updated data verified 100% compliance.

The State will continue to refine and implement the verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance.

#### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the State reported less than 100% compliance for FFY 2013, the State must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

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## Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition



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.

(20 U.S.C. 1416(a)(3)(B))

## Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						13.00%	13.00%	13.15%
		Data					12.86%	14.54%	15.88%	18.42%
B	2009	Target ≥						49.00%	49.00%	49.15%
		Data					48.55%	49.52%	42.95%	43.88%
C	2009	Target ≥						60.00%	60.00%	60.15%
		Data					59.34%	61.05%	55.92%	58.13%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

## FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	13.35%	13.84%	14.33%	14.82%	15.31%	15.80%
Target B ≥	49.04%	49.53%	50.02%	50.51%	51.00%	51.49%
Target C ≥	59.36%	60.14%	60.92%	61.70%	62.48%	63.26%

## Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 14: Post-school Outcomes are based on a trend analysis which revealed minimal changes from year to year. The SPP/APR stakeholders including the state advisory council, were informed of the trend analysis and discussed collection methods, representativeness, and target setting. Noting the trend rates, the decision was made to establish a growth rate of  $\frac{1}{4}$  of one standard deviation (0.49) for Indicators 14A and 14B. Indicator 14C, targets were selected for 2013 and 2018, creating an equitable annual growth rate of 0.78 percentage points across the SPP/APR years.

## FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	732
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	133
2. Number of respondent youth who competitively employed within one year of leaving high school	249
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	13
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	5

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Enrolled in higher education (1)	133	732	18.42%	13.35%	18.17%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	382	732	43.88%	49.04%	52.19%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	400	732	58.13%	59.36%	54.64%

### Explanation of C Slippage

Of the 732 leavers in 2012-13, 193 completed the phone survey and information was located for 466 students via an administrative data mine. One hundred thirty eight students were found to be in both data sets; thus, providing an opportunity to conduct a verification of the two collections. Each student can only be counted once, so 55 students (193-138) located only in the phone survey were added to the 466 records located in the data mine resulting in 521 students with post-school outcomes information.

The analysis showed that 18.17% of former students were enrolled in higher education and had completed one semester, which is above the state target of 13.35% and 34.02% were competitively employed. The combination of other post-secondary education and competitive employment resulted in a rate of 52.19% which met the State target of 49.04%. Former students enrolled in higher education, enrolled in other post-secondary education, competitively employed, or otherwise employed represent 54.64% of respondents. This represents a decrease from the previous rate of 58.13% and is below the target of 59.36%. An analysis of the overall slippage revealed that even though more students were enrolled in higher education and were engaged in competitive employment than the previous year fewer former students were in other employment situations. Of the 332 former students who are classified as other/not engaged 66 were involved in some form of post secondary education/training or employment but did not meet the criteria. Fifty-five reported via the phone survey they were not engaged in activity and no information was located for 211 students through either collection method.

Arkansas Transition Services is piloting the State Toolkit for Examining Post-School Success (STEPSS). The STEPSS tool facilitates the dissemination of secondary transition data from States to their local districts and encourages district use of a data based decision-making model to identify needs and help prescribe appropriate strategies and interventions. The State Department of Education uploads these Indicator data into the tool for dissemination to districts. Local educators, in partnership with other stakeholders, can then use an ongoing data based decision-making model utilizing secondary transition data related to graduation (Indicator 1), dropout (Indicator 2), transition compliance of the IEP (Indicator 13), and post-school outcomes (Indicator 14) to improve in-school transition programs for youth with disabilities resulting in improved post-school outcomes.

**Was sampling used?** Yes

**Has your previously-approved sampling plan changed?** No

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

Identification of districts for the Post-school outcomes collection is through a stratified random sample. Stratified random sampling without replacement is used to assign each LEA to a sampling year. The district average daily membership (ADM) strata are based upon 2012/13 data. The strata are assigned according to natural splits in the existing ADM data. Within these strata, LEAs were randomly assigned to a collection year. Little Rock School District and Springdale School District, the largest two school districts in Arkansas with an ADM over 20,000, are the only districts within ADM strata 1; therefore, they are sampled in year one (1) and will be sampled a second time in year six (6).

Summaries of the number of districts within each stratum, as well as per year are attached. Treatment of Missing Data: The survey response rate is examined and reported. In addition, missing data is evaluated. Subsequently, a sensitivity analysis is conducted to investigate the effects, if any, of non-response and missing data on results of the survey. Demographic and historical data is evaluated with regard to differences between students who respond and those who do not. Estimates and analysis is adjusted accordingly

For a fourth year, Arkansas conducted a dual collection: phone survey and administrative data mine. This is the third year that Arkansas combined the two collections for reporting post-school outcomes. This combination resulted in post-school outcomes being identified for an additional 328 students; however, 211 students were not found by either methodology. The administrative data mining process has been moved from the Arkansas Research Center to the Division of Research and Technology at the ADE. New MOU's and data agreements were developed with Arkansas Department of Higher Education and Arkansas Department of Workforce Services. Additional MOUs are being developed to expand agency

partnerships which could provide more post-school student information, as well as increases in response rate and representativeness.

An analysis of representativeness was conducted by the IDEA Data & Research Office on the characteristics of disability type, ethnicity, and exit code on the respondent group to determine whether the youth who responded to the surveys were similar to or different from the total population of youth with an IEP who exited school in 2012-13. A significant difference between the respondent group and the target leaver group is measured by a difference of  $\pm 3\%$ . The rate of difference was adopted from the National Post-School Outcomes Center calculator. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness.

The analysis revealed that zero racial/ethnic groups or exit categories, were found to have under- or over-representation. This is an improvement from previous years when dropout had been under-represented. The analysis also revealed that the intellectual disabilities was under-represented while specific learning disabilities was over-represented. The results are presented in Exhibits I-14.1 - I-14.3.

#### Exhibit I-14.1: Racial/Ethnic Representativeness of Survey Responders by Percentage

	American Indian/ Alaskan Native	Asian	Black (non-Hispanic)	Hispanic	Hawaiian/ Pacific Islander	White (non-Hispanic)	Two or More Races
<b>Leavers</b>	0.41%	0.41%	37.98%	7.38%	0.14%	53.01%	0.68%
<b>Responders</b>	0.58%	0.38%	36.47%	6.53%	0.00%	55.47%	0.58%
<b>Difference</b>	0.17%	-0.03%	-1.51%	-0.85%	-0.14%	2.46%	-0.11%

#### Exhibit I-14.2: Reason of Exit Representativeness of Survey Responders by Percentage

	Graduated with a Regular Diploma	Graduated with a Certificate	Dropped Out	Reached Maximum Age
<b>Leavers</b>	86.89%	1.09%	11.89%	0.14%
<b>Responders</b>	89.64%	0.58%	9.60%	0.19%
<b>Difference</b>	<b>2.75%</b>	<b>-0.52%</b>	<b>-2.29%</b>	<b>0.06%</b>

#### Exhibit I-14.3: Disability Representativeness of Survey Responders by Percentages

	Autism	Emotional Disturbance	Deaf-Blindness	Hearing Impaired	Multiple Disabilities	Mental Retardation	Other Health Impairment	Orthopedic Impairment	Speech/ Language Impairment
<b>Leavers</b>	4.64%	2.60%	0.00%	0.96%	3.28%	13.39%	20.77%	0.96%	1.64%
<b>Responders</b>	4.61%	1.73%	0.00%	0.77%	2.11%	8.83%	22.07%	0.96%	1.92%
<b>Difference</b>	<b>-0.04%</b>	<b>-0.87%</b>	<b>0.00%</b>	<b>-0.19%</b>	<b>-1.17%</b>	<b>-4.56%</b>	<b>1.31%</b>	<b>0.00%</b>	<b>0.28%</b>

#### Actions required in FFY 2012 response table

None

#### Responses to actions required in FFY 2012 response table

#### OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.



Required Actions

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## Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision



Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		51.00%	52.00%	53.00%	54.00%	55.00%	55.00%	55.00%
Data	50.00%	100%	100%	87.50%	100%	76.67%	78.95%	80.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	56.96%	58.92%	60.88%	62.84%	64.80%	66.76%

### Targets: Description of Stakeholder Input

Arkansas' targets for Indicator 15: Resolution Sessions is based on a trend analysis which revealed wide variations across the years. This information was shared with stakeholders and the state advisory council as part of the discussion for setting new targets. The decision was made to continue using one standard deviation as a growth model for this indicator.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	40	null
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	46	null

### FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
40	46	80.00%	56.96%	86.96%

### Actions required in FFY 2012 response table

None

**Responses to actions required in FFY 2012 response table**

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**OSEP Response**



The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.
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**Required Actions**

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**Indicator 16: Mediation***Monitoring Priority: Effective General Supervision Part B / General Supervision***Results indicator: Percent of mediations held that resulted in mediation agreements.****(20 U.S.C. 1416(a)(3(B))****Historical Data***Baseline Data: 2005*

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		72.50%	73.00%	73.50%	74.00%	75.00%	75.00%	75.00%
Data	52.00%	80.00%	75.00%	91.66%	88.24%	100%	72.73%	83.33%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Target ≥	73.60%	75.56%	77.52%	79.48%	81.44%	83.40%

**Targets: Description of Stakeholder Input**

Arkansas' targets for Indicator 16: Mediation is based on a trend analysis which revealed wide variations across the years. This information was shared with stakeholders and the state advisory council as part of the discussion for setting new targets. The decision was made to continue using one standard deviation as a growth model for this indicator.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	n	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	33	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	34	null

**FFY 2013 SPP/APR Data**

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	33	34	83.33%	73.60%	97.06%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

**OSEP Response**

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

**Required Actions**

# ARKANSAS

## DEPARTMENT OF EDUCATION SPECIAL EDUCATION UNIT



### **PART B**

### **INDICATOR 17: STATE**

### **SYSTEMIC IMPROVEMENT**

### **PLAN PHASE I**

### **FFY 2013-14**

Submitted April 1, 2015

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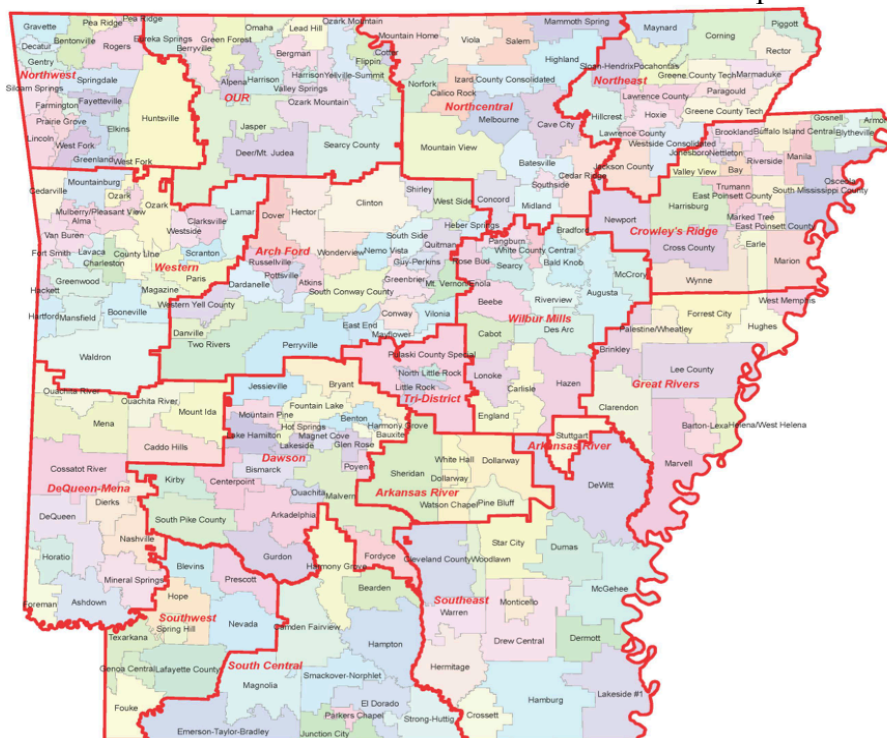
## Overview of Arkansas State Systemic Improvement Plan

Arkansas' current population is over 2,900,000. It has eight metropolitan areas that are composed of 12 of Arkansas' 75 counties. The remaining 63 counties are classified as non-metropolitan, and 21% of the state's residents live in rural communities (towns with population with less than 2,500). Economically, Arkansas' median household income is \$40,768 and 19.2% of Arkansas households have an income below the poverty level. Statewide the racial composition is 79.9% White, 15.6% Black or African American, 1.0% American Indian and Alaska native, 1.5% Asian, 0.3% Native Hawaiian and Other Pacific Islander, and 1.9% two or more races.

There were 474,995 students in Arkansas public schools grades K-12 during 2013-2014, and 55,021 students were eligible for special education services (11.58% of the total student population). Over the past five years, Arkansas has served a relatively consistent number of SWD, showing only a very slight net increase from 54,826 students in 2009-2010. Over the past five years, Specific Learning Disability and Speech Impairment have remained the disability categories representing the most students. Specific Learning Disability remains the largest eligibility group accounting for 18,172 or 33% of SWD in the 2013-14 school year.

Arkansas has 257 Local Education Agencies (LEAs and Charter Schools) and 15 Education Service Cooperatives (ESCs). The ESCs (see Exhibit I-17.1) are regional service centers that support LEAs in (1) meeting or exceeding State Standards and equalizing education opportunities; (2) more effectively using educational resources through cooperation among school districts; and (3) promoting coordination between school districts and the Arkansas Department of Education (ADE).

Exhibit I-17.1: Arkansas School Districts and Educational Service Cooperatives





A Commissioner of Education leads the Arkansas Department of Education (ADE) with support from a Deputy Commissioner. Five main divisions within the ADE structure the work: Fiscal and Administrative Services, Human Resources, Research and Technology, Public School Accountability, and Learning Services. The ADE-Special Education Unit (ADE-SEU) is under the Division of Learning Services.

The Arkansas Department of Education State Systemic Improvement Plan (SSIP) will focus on increasing the literacy achievement of students with disabilities (SWD) in third through fifth grade. Literacy is defined as the ability to read and write. Reading is making meaning from print. It is a process involving word recognition, comprehension, fluency, and motivation. An extensive data and infrastructure analysis was conducted in collaboration with multiple internal and external stakeholders in order to identify the focus on literacy.

The data analysis indicated concerns with the effectiveness, individualization, and differentiation of instruction, percentages of students educated within the general education classroom, and missed instruction due to disciplinary removals. This identification of contributing factors supported the development of strategies focused on response-to-intervention with an emphasis on literacy, behavior, and improving performance relative to least restrictive environment.

The infrastructure analysis identified multiple strengths and areas of need within the States infrastructure. The restructuring of ADE-SEU's monitoring to support a needs-based tiered system provides the resources and structure to shift from a primary focus on compliance to a more balanced approach, including a results-focused monitoring component. ADE-SEU's current online professional development (PD) and technical assistance (TA) system needs to be restructured to better support differentiated and targeted needs of LEAs. Also the ADE needs to make a concerted effort to build the internal capacity of personnel and align PD and TA efforts. These identified areas of need supported the development of a strategy that will focus on creating a special education system of PD and TA that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.

The ADE-SEU's Theory of Action illustrates how implementing a coherent set of improvement strategies will increase the State's capacity, which will lead to meaningful change in LEAs. The rationale provided highlights the logical connection of achievable state-level actions to consequent actions of the LEAs and ultimately to the intended outcome of improved results for SWD.

Authentic stakeholder input was critical throughout Phase I. The SSIP has required the ADE-SEU to strengthen existing partnerships with internal and external groups involved in the education of SWD and as well as build new partnerships. ADE-SEU will continue its stakeholder engagement into Phase II of the SSIP.

**Indicator 17: State Systemic Improvement Plan  
Component - Baseline and Targets**

**Baseline Data**

FFY	2013
Data	45.65%

**FFY 2014 – FFY 2018 Targets**

FFY	2014	2015	2016	2017	2018
Target	47.25%	48.85%	50.46%	52.06%	53.65%

**Description of Measurement**

Description of Measure

Percent of students with disabilities (SWD) in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.

Measurement Calculation

Number of SWD who had valid assessment results for current and previous year	620
B. Number of SWD who made gains toward proficiency reaching a level nearer to proficient	126
C. Number of SWD who made gains toward proficiency and reached a level of proficient	39
D. Number of SWD who were proficient in the previous year and maintained their level of proficient level	118
Percent of SWD in grades 3- 5 that made gains towards reaching a proficient score or maintained proficient score on the statewide literacy assessment =  $((B + C + D) / A) * 100$	45.65%

Background

In the past, Arkansas established annual improvement gains in student scale scores. The gain index per student growth was based upon changes in a student's performance level, across two years, on tests included in the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

For the purpose of the SSIP, Arkansas is using a modified version of the gain index. The modifications include the use of the alternate assessment and five gain index categories instead of eight. To measure gains the proficiency levels of the regular and alternate were split into subcategories. The sub-categories allow a more discrete look at student achievement and answers if gains are being made even if a student has not reached a level classified as proficient. Exhibit I-17.2 illustrates the gain index categories from the ACTAAP assessment levels.

**Exhibit I-17.2: Gain Index Categories Aligned to ACTAAP Assessment Levels.**

<b>Regular Assessment Levels</b>	<b>Alternate Assessment Levels</b>	<b>Gain Index Categories</b>	
Below Basic (BB)	Not Emerging & Emerging	BB1 (1)	BB2 (2)
Basic (Bas)	Substantial Independent	Bas1 (3)	Bas2 (4)
Proficient (Prof)	Functional Independent	Prof+ (5)	
Advanced (Adv)	Independent		

Methodology

To measure changes in student achievement for the Grade 3-5, a gain index is computed using the literacy scale scores of the statewide assessment. A student's literacy score is matched to his/her literacy score from the previous year. For example, a student in the fourth grade will have his/her fourth grade literacy score matched to his third grade literacy score. This only applies to students who are in the participating districts for both years.

Data sources for calculating the gain index include the previous year assessment scale scores for SWD in grades 3-5 and current year assessment scale scores for grades 4-6. While the focus of the SSIP is on grades 3-5, it is important to have the grade 6 scale scores to match back to the fifth grade scores. During the data analysis work the State found a drop in literacy scores between fifth and sixth grade and by measuring the gain index for between fifth and sixth provides insight on the strategies being implemented.

Once student matching is completed, each scale score is assigned to a sub-category with a gain index of 1-5. The subcategorizations are presented in Exhibit I-17.3: *Score Range for Student Performance Subcategories in Grades 3-8 for Regular Assessment* and Exhibit I-17.4: *Score Range for Student Performance Subcategories in Grades 3-8 for Alternate Assessment*.

**Exhibit I-17.3: Score Range for Student Performance Subcategories in Grades 3-8 for Regular Assessment**

<b>Scale Score Performance Sub-Categories for Literacy Regular Assessment</b>						
<b>Grade</b>	<b>Subject</b>	<b>BB1 (1)</b>	<b>BB2 (2)</b>	<b>Bas1 (3)</b>	<b>Bas2 (4)</b>	<b>Prof+ (5)</b>
3	Lit	1-262	263	330	415	>499
4	Lit	1-292	293	354	456	>558
5	Lit	1-334	335	382	493	>603
6	Lit	1-361	362	417	529	>640

**Exhibit I-17.4: Score Range for Student Performance Subcategories in Grades 3-8 for Alternate Assessment**

<b>Scale Score Performance Sub-Categories Literacy for Alternate Assessment</b>						
Grade	Subject	BB1 (1)	BB2 (2)	Bas1 (3)	Bas2 (4)	Prof+ (5)
3	Lit	0-663	664	686	698	>710
4	Lit	0-672	673	693	702	>713
5	Lit	0-664	665	693	705	>718
6	Lit	0-637	638	685	697	>710

The difference between the previous year subcategory and the current year subcategory determines which measurement category (Indicator 17: B-D) a student is counted. Exhibit I-17.5 is a crosstab of the two years and the measurement categories for calculating the SIMR. For example, a student who had a gain index of 2 in the previous year and a gain index of 3 in the current year is counted in section B of the measurement calculation.

**Exhibit I-17.5: Example of Data Categorization**

		Current Year Subcategory: Gain Index				
		1	2	3	4	5
Previous Year Subcategory: Gain Index	1	-	B	B	B	C
	2	-	-	B	B	C
	3	-	-	-	B	C
	4	-	-	-	-	C
	5	-	-	-	-	D

For further clarification, Exhibit I-17.6 provides an example of matched student data and how a student's measurement classification is determined between the two years.

Example: **Student A** had a previous year rating of 2 which is the subcategory of *below basic 2* or BB2. In the most recent assessment results **Student A** had a rating of 4 or *basic 2* (Bas2) showing a gain of two sub-categories. While the student did not reach proficiency they did make gains and would be counted in B of the calculation.

**Exhibit I-17.6: Sample Student Data**

Student	Previous Year Rating	Current Year Rating	Calculation Category
A	2	4	B
B	3	5	C
C	5	3	-
D	3	3	-
E	5	5	D
F	5	5	D
G	4	5	C
H	5	4	-
I	1	1	-
J	1	1	-
K	2	2	-
L	2	2	-

Using the sample data from Exhibit I-17.6 to calculate the actual rate of gains for students in grades 3-5 the following elements, as seen in Exhibit I-17.7, will need to be compiled from the final matched data set.

**Exhibit I-17.7: Example of Calculation using Data from Exhibit 5**

A. Number of SWD who had valid assessment results for current and previous year	12
B. Number of SWD who made gains toward proficiency reaching a level nearer to proficient	1
C. Number of SWD who made gains toward proficiency and reached a level of proficient	2
D. Number of SWD who was proficient in the previous year and maintained their level of proficient level	2

In the example above, 41.67%  $\left(\frac{(1+2+2)}{12} \times 100\right)$  of SWD in grades 3- 5 made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.

## Targets: Description of Stakeholder Input

In establishing the targets for the SIMR Arkansas considered various methods. Once the SIMR measurement and calculation were developed with both internal and external stakeholders input the focus shifted setting the targets through FFY 2018. The IDEA Data & Research staff researched various strategies on target setting and meaningful difference between years. After sharing the target setting options with stakeholders the group decided to use the *Guide for Describing Meaningful Differences*, which was developed by John Carr at WestEd. The purpose of the tool is to describe differences in the percentages of achievement results. Using the table presented in Exhibit I-17.8 stakeholders selected to increase the targets by eight percentage point between FFY 2013 and FFY2018; the high end of the moderate percentage point difference for comparing 500+ students.

**Exhibit I-17.8: Guide for Describing Meaningful Differences**

Descriptive Difference	Total Number of Students being Compared			
	50	100	200	500+
	Percentage Point Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+

Although, the tool was not meant to set targets, it provided guidance in selecting a percentage point increase for the next five years that would be a meaningful difference. Arkansas selected the target growth rate of eight percentage points from the FFY 2013 baseline to FFY 2018, resulting in an annual growth rate of 1.6 percentage points. While the annual growth rate may seem small, as schools throughout the central and delta region are added to the implementation the number of students being measured will increase substantially.

The targets have been established to reflect a measurable improvement over the FFY 2013 baseline data. The initial targets are set using data for grades 3-5 from Little Rock School District's 15 elementary schools. As schools are added through scale-up, the targets may need to be updated to reflect the changing population; however, the baseline will remain the same.

## Component #1 – Data Analysis

**1 (a) A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other data as applicable to determine the SIMR and the root causes contributing to low performance.**

### Overview of Process

Throughout the data analysis process, the ADE-SEU drew from the feedback of multiple external and internal stakeholders to identify, select, and analyze key data components. In collaboration with stakeholders, the ADE-SEU identified and analyzed significant quantitative data from a number of data sources including US census data, Arkansas' special education's State Performance Plan/Annual Performance Report (SPP/APR) Indicator data, IDEA Section 618 and Section 616 data, as well as other educational data sets available from the ADE data center (e.g. school level accountability status).

The ADE-SEU began the data analysis process by providing an overview of all current SPP/APR indicator data to the State Special Education Advisory Panel (Advisory Council) at a working meeting in January of 2014. At that time the Advisory Council was introduced to the SSIP and their role in guiding its development. Based on their feedback and guidance from OSEP that the State-Identified Measurable Result (SIMR) must be related to a student level result indicator(s), the ADE-SEU narrowed the focus to four indicators: Indicator 1: Graduation Rates, Indicator 2: Drop Out Rate, Indicator 3C: Math and Literacy Assessment Proficiency, and Indicator 14: Post School Outcomes.

During the April, 2014 Advisory Council meeting, Council members collaboratively analyzed three years of statewide trend data for the key Indicators. The goal of this meeting was to gather data based on observations and to identify additional layers of data disaggregation for future analysis.

As seen in Exhibit I-17.1(a).1 below, the analysis revealed that there have been positive results for both Graduation Rate and Dropout Rate. Graduation Rate shows net gains in performance over the past three years from 76% to 79% in FFY2012. For Dropout Rate, performance has steadily improved with the rate declining from 3.06% to 2.62%, consistently achieving the target dropout rate of 4% or less. Similarly, the analysis shows positive results for Post School Outcomes; the State has either reached the established target or shown improvement in this indicator over the past three years

In contrast, Arkansas has seldom met the established targets for assessment proficiency and performance has declined. Over the past three years, the proficiency targets for mathematics and literacy have not been met. Further, assessment proficiency has declined over the last reporting year, down from 45% in FFY2011 to 42% in FFY2012 in mathematics and down from 36% in FFY2011 to 33% in FFY2012 in literacy.

**Exhibit I-17.1(a).1: Three Year Comparison of SPP/APR Indicators 1, 2, 3 c, and 14**

SPP/APR Indicator	Target for FFY 2010, FFY 2011, and FFY 2012*	FFY 2010	FFY 2011	FFY 2012
	Targets	Actual	Actual	Actual
<b>Indicator 1: Graduation Rate</b>	85.00%	75.76%	75.31%	79.15%
<b>Indicator 2: Dropout Rate</b>	4.20%	3.06%	2.92%	2.62%
<b>Indicator 3 C: Assessment Proficiency</b>				
<b>Mathematics</b>	51.14%	44.86%	45.42%	42.09%
<b>Literacy</b>	45.22%	31.49%	36.06%	33.23%
<b>Indicator 14: Post-School Outcomes</b>				
<b>A. Enrolled in Higher Education</b>	13.00%	14.54%	15.88%	18.42%
<b>B. Enrolled in Higher Education or Competitively Employed</b>	49.00%	49.52%	42.95%	43.88%
<b>C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment</b>	60.00%	61.05%	55.92%	58.13%
*Note: Due to the extension of the SPP/APR package beyond the initial 6 years, OSEP permitted States to hold targets steady. Arkansas chose to hold targets steady for FFY 2010, FFY 2011, and FFY 2012.				

To encourage feedback, the ADE-SEU requested that during the meeting the Advisory Council members provide written responses to the following open-ended questions:

- What do you notice about these data (e.g. areas of high performance, areas of low performance)?
- What additional data might be helpful to review?
- What are some ways you would be interested in seeing these data drilled down further (e.g., disability group, gender, grade, or subset of schools)?
- What other questions do you have about these data?

The stakeholders expressed concern with the decline in Indicator 3C and indicated that math and literacy assessment proficiency were areas in need of more focused analysis. Based on the responses to the open ended questions, the ADE-SEU selected additional data elements to



disaggregate the assessment data. The disaggregation included regions of the state, test group (alternative assessment, regular assessment with accommodations, regular assessment without accommodations), and grade level. The broad analysis of this data as well as additional in-depth disaggregated data and analysis is discussed in detail in section 1(b) below.

Between August 2014 and January 2015, the ADE-SEU continued to engage a number of stakeholder groups in the data analysis process (see Stakeholder Participation Chart in the appendix on page 1). The stakeholder groups included the Advisory Council, Arkansas Association of Education Administrators, Arkansas Association of Special Education Administrators, Teachers, Parents, and ADE personnel from multiple units. These diverse stakeholder groups provided valuable analysis and feedback that directly guided the ADE-SEU in a cyclical process of data identification, selection, and analysis.

### Identifying Root Causes

To identify root causes contributing to low assessment proficiency rates, the ADE-SEU used multiple sources. Quantitative data included the SPP/APR data, IDEA 618 data, ESEA accountability status data, demographic data, and local-level assessment data available through the Statewide Longitudinal Data System. In addition, feedback from targeted presentations, in-person meetings, online surveys, and small focus groups provided qualitative data from multiple stakeholder groups including the Advisory Council, Arkansas Association of Education Administrators, Arkansas Association of Special Education Administrators, Teachers, Parents, and ADE personnel from multiple units (see Stakeholder Participation Chart in the appendix on page 1). In identifying root causes for low performance the State carefully considered all the stakeholder feedback gathered throughout the data and infrastructure analysis process. The details and findings of the root cause analysis are discussed in detail in section 1(b) below.

### **1 (b) – A description of how the data were disaggregated by multiple variables such as LEA, region, race/ethnicity, disability category, and placement, etc.**

#### Broad Data Disaggregation and Analysis

After identifying Indicator 3C: Assessment Proficiency as an area of concern the math and literacy data was cross referenced with additional data sets that included (see the July Data Analysis Handout for all data set in the appendix on pages 2 - 10):

- Percent proficient by grade level across the 16 regional Educational Service Cooperatives (ESCs) and 257 Local Education Agencies (Districts and Charter Schools).
- Number of Priority, Focus, Achieving, and Exemplary schools located within each congressional district and regional ESC.
- Statewide percent proficient for special education and general education by grade level.
- Statewide percent proficient by test accommodation type and grade.
- Percent Proficient by grade for special education and general education across the four congressional districts.

Under the Arkansas ESEA flexibility waiver (approved by the U.S. Department of Education in 2012 and amended July 2013), the state's accountability system identifies schools in five categories: Exemplary, Achieving, Needs Improvement, Needs Improvement Priority (lowest 5% in the state, referred to as Priority) and Needs Improvement Focus (lowest 30% for Targeted

Achievement Gap Group or TAGG which includes students with disabilities, referred to as Focus).

The analysis indicated that there are regions of the State that show greater need. For example, as shown in Exhibit I-17.1(b).1, the greatest concentration of Focus and Priority Schools are in the Delta and Central Regions with Great Rivers ESC, Arkansas Rivers ESC, Southeast ESC, South Central ESC, and Tri-District ESC all having 10 or more Focus and Priority Schools.

**Exhibit I-17.1(b).1: Summary of School improvement Classifications by Educational Cooperatives**

	<b>Priority Schools</b>	<b>Focus Schools</b>	<b>Achieving/Exemplary Schools</b>
<b>Arch Ford Educational Cooperative</b>	0	0	9
<b>Arkansas River Educational Cooperative</b>	8	3	5
<b>Crowley's Ridge Educational Cooperative</b>	5	8	13
<b>Dawson Educational Cooperative</b>	1	4	9
<b>DeQueen Mena Educational Cooperative</b>	0	7	9
<b>Great Rivers Educational Cooperative</b>	8	10	8
<b>North Central Educational Cooperative</b>	0	0	9
<b>Northeast Educational Cooperative</b>	0	0	0
<b>Northwest Educational Cooperative</b>	1	7	30
<b>Ozark Unlimited Resource Educational Service Cooperative</b>	0	2	6
<b>South Central Educational Cooperative</b>	2	15	3
<b>Southeast Educational Cooperative</b>	3	7	0
<b>Tri- District: Little Rock, North Little Rock, Pulaski County</b>	10	18	14
<b>Western Educational Cooperative</b>	2	4	16
<b>Wilbur Mills Educational Cooperative</b>	1	3	7

Looking specifically at proficiency, the analysis revealed that statewide literacy proficiency scores are lower than math proficiency scores and that a gap between general education and special education achievement is larger in literacy than in mathematics. Considering these findings, along with the State's lack of progress towards the assessment literacy target in the SPP/APR, a focus specifically on literacy proficiency was determined.

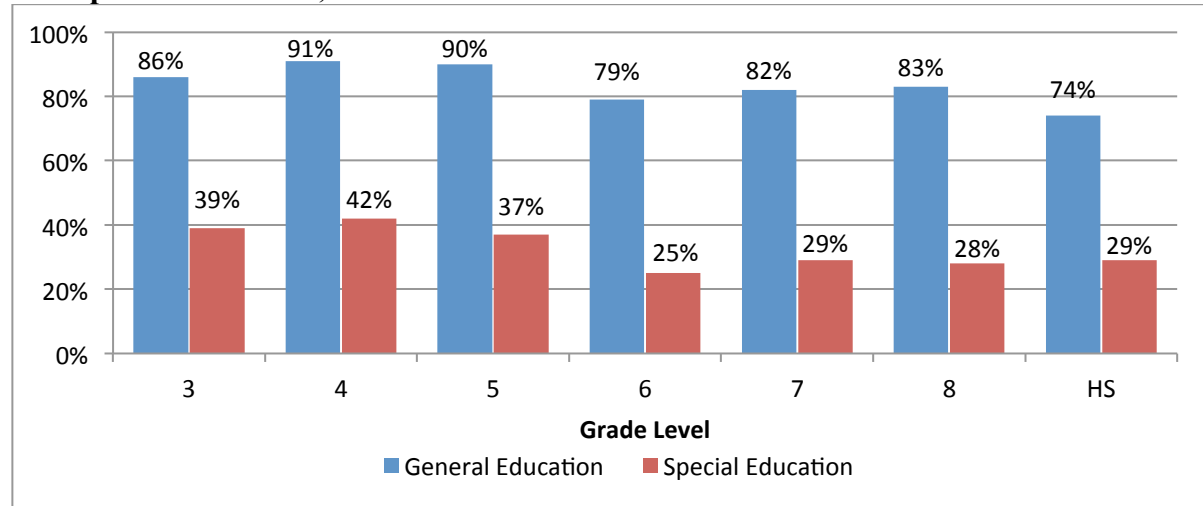
Exhibit I-17.1(b).2 illustrates that literacy achievement is an area of need across all Educational Service Cooperatives (ESCs). None of the ESCs reached the SPP/APR target of 45% proficient for SWD in the area of literacy. It also illustrates that there are important variations in literacy achievement across ESCs. The percent of SWD proficient in literacy range from a low of <25% in the Delta and Central Regions of the state (Southeast ESC and Tri-District ESC) to a high of 42% in the Northwest region of the state (Northwest ESC); thus revealing the regions with the greatest need.

<b>Exhibit I-17.1(b).2: Literacy Proficiency Rate for Students with Disabilities by Educational Cooperative</b>		
	<b>Average Percentage of SWD Proficient in Literacy</b>	<b>Total Number of Students with Disabilities Tested in Literacy 2012-13</b>
Arch Ford Educational Cooperative	39%	2,720
Arkansas River Educational Cooperative	25%	926
Crowley's Ridge Educational Cooperative	29%	2,497
Dawson Educational Cooperative	35%	2,497
DeQueen Mena Educational Cooperative	26%	668
Great Rivers Educational Cooperative	25%	947
North Central Educational Cooperative	38%	1,115
Northeast Educational Cooperative	27%	1,239
Northwest Educational Cooperative	42%	3,947
Ozark Unlimited Resource Educational Service Cooperative	33%	965
South Central Educational Cooperative	27%	697
Southeast Educational Cooperative	22%	897
Tri- District: (Little Rock, North Little Rock, Pulaski County)	24%	3,093
Western Educational Cooperative	34%	2,924
Wilbur Mills Educational Cooperative	35%	1,723

Further analysis indicated that no one grade level met the SPP/APR literacy target of 45%, as illustrated in Exhibit I-17.1(b).3, and that across all grade levels there is a large gap between the percent of SWD proficient in literacy as compared to their non-disabled peers. This gap increases as students move into upper elementary and middle school; a gap of 47 percentage points in the 3<sup>rd</sup> grade increases to a gap of 55 percentage points in the 8<sup>th</sup> grade.

While low literacy performance exists across all grades, there is a considerable difference in performance across grades. As displayed in Exhibit I-14.1(b).3, the percent of SWD proficient in literacy ranged from a high of 42% in the 4<sup>th</sup> grade to a low of 25% in the 6<sup>th</sup> grade. In grades 3-5, the percent proficient remains relatively steady (39% to 37%); however, there is a notable drop in the percent proficient between 5<sup>th</sup> and 6<sup>th</sup> grade (37% to 25%). The drop between 5<sup>th</sup> and 6<sup>th</sup> grade was seen for all students. (special education and general education).

**Exhibit I-17.1(b).3: A Comparison of Literacy Proficiency Rates for General Education and Special Education, 2012-13**



Additionally, the analysis indicated that the percent of SWD proficient in literacy varies across all ESCs from 4<sup>th</sup> to 6<sup>th</sup> grade, with a large drop occurring at all ESCs between the 5<sup>th</sup> and 6<sup>th</sup> grade (see Exhibit I-17.1(b).4).

**Exhibit I-17.1(b).4: Percent of Students with Disabilities Proficient in Literacy by Educational Cooperative and Grade Level, 2012-13**

Grade Level	3	4	5	6	7	8	HS
<b>Educational Cooperative</b>							
Arch Ford Educational Cooperative	48%	47%	<b>41%</b>	<b>35%</b>	35%	35%	30%
Arkansas River Educational Cooperative	29%	27%	<b>24%</b>	<b>22%</b>	21%	20%	31%
Crowley's Ridge Educational Cooperative	32%	46%	<b>34%</b>	<b>20%</b>	23%	20%	30%
Dawson Educational Cooperative	45%	44%	<b>42%</b>	<b>27%</b>	30%	28%	29%
DeQueen Mena Educational Cooperative	38%	40%	<b>29%</b>	<b>18%</b>	18%	18%	24%
Great Rivers Educational Cooperative	28%	37%	<b>32%</b>	<b>16%</b>	16%	21%	25%
North Central Educational Cooperative	50%	52%	<b>41%</b>	<b>30%</b>	26%	22%	42%
Northeast Educational Cooperative	35%	37%	<b>36%</b>	<b>20%</b>	19%	22%	21%
Northwest Educational Cooperative	46%	51%	<b>45%</b>	<b>34%</b>	44%	42%	35%
Ozark Unlimited Resource Educational Service Cooperative	45%	43%	<b>36%</b>	<b>19%</b>	30%	28%	28%
South Central Educational Cooperative	37%	40%	<b>34%</b>	<b>25%</b>	15%	10%	39%
Southeast Educational Cooperative	24%	30%	<b>26%</b>	<b>19%</b>	19%	10%	25%
Tri- District: (Little Rock, North Little Rock, Pulaski County)	32%	36%	<b>32%</b>	<b>14%</b>	18%	19%	19%
Western Educational Cooperative	40%	40%	<b>38%</b>	<b>24%</b>	30%	29%	34%
Wilbur Mills Educational Cooperative	32%	36%	<b>40%</b>	<b>29%</b>	33%	38%	31%
Arch Ford Educational Cooperative	48%	47%	<b>41%</b>	<b>35%</b>	35%	35%	30%

ADE-SEU also disaggregated data by test group. As displayed in Exhibit I-17.1(b).4, SWD taking the assessment with accommodations scored lower than those taking the assessment without accommodations. Across all grades, 10% to 29% of SWD taking the assessment with accommodations were proficient. In comparison, for SWD taking the assessment without accommodations, there is a large range of percent proficient across grades (decreasing from 70% in 4<sup>th</sup> grade to 17% in High School). A closer analysis revealed that of the SWD taking assessments without accommodations, there was a substantial drop from 66% proficient in the 5<sup>th</sup> grade to only 37% proficient in the 6<sup>th</sup> grade.

**Exhibit I-17.1(b).4: Percent of Students with Disabilities by Test Group, Proficiency Status, and Grade Level in Literacy, 2012-13**

Test Group	Grade Level Proficiency Status	3	4	5	6	7	8	HS
<b>Alternate Portfolio</b>	Non-Proficient	25%	28%	27%	30%	36%	36%	16%
	Proficient	75%	72%	73%	70%	64%	64%	84%
<b>Regular Assessment With Accommodations</b>	Non-Proficient	79%	71%	75%	86%	79%	81%	90%
	Proficient	21%	29%	25%	14%	21%	19%	10%
<b>Regular Assessment Without Accommodations</b>	Non-Proficient	37%	30%	34%	63%	62%	64%	83%
	Proficient	63%	70%	<b>66%</b>	<b>37%</b>	38%	36%	17%

This broad analysis shows that literacy achievement is an area of need across the state and that there are areas of specific need across the ESCs and grade levels. The analysis further revealed a notable drop in literacy proficiency between 5<sup>th</sup> and 6<sup>th</sup> grade, with an especially large drop for SWD taking the regular assessment without accommodations. The ADE-SEU felt it was important to consider findings from the data and infrastructure analysis and stakeholder feedback in selecting a SIMR. After carefully considering information from these SSIP components, the State selected to focus on literacy achievement in the grades leading up to the observed drop in achievement (grades 3– 5).

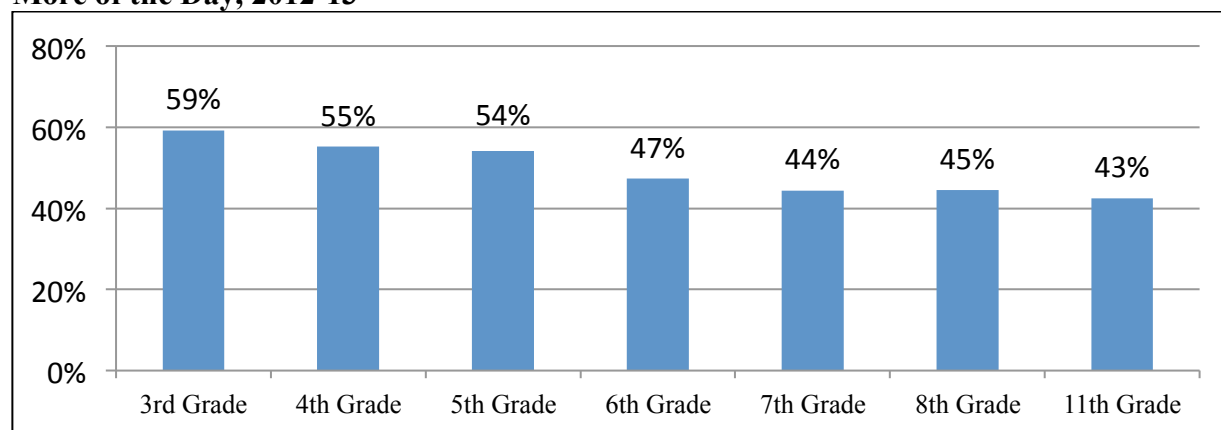
#### In-Depth Data Analysis

In consideration of stakeholder feedback from the broad data analysis, ADE-SEU focused solely on literacy proficiency for a more in-depth analysis. ADE-SEU began by conducting a second data disaggregation. Data was disaggregated by: race, disability category, subgroups (ELL, migrant, and homeless), discipline, and least restrictive environment (LRE). The goal of this data disaggregation was to explore additional areas of need and identify potential contributing factors. The disaggregation of literacy achievement across race, disability category and other subgroups (ELL, migrant, and homeless) did show some variations, but did not provide significant findings. However, an analysis of LRE, discipline, and disability categories did provide important insight into possible contributing factors.

An analysis of LRE and assessment proficiency levels (see Exhibit I-17.1(b).5), indicated that as grade level increases, the percent of SWDs spending most of their day in the general

education classroom decreases. In 3<sup>rd</sup> grade, 59% of SWD spend most of their day in the general education classroom. In contrast, 43% of students in the 11th grade spend most of their day in the general education classroom. In addition, there is a notable drop in the percent of students spending most of their time in the general education classroom between 5th and 6th grade, from 54% to 47%, respectively. This drop mirrors the drop in literacy achievement between 5th and 6th grade.

**Exhibit I-17.1(b).5: Percent of Student with Disabilities in the Regular Classroom 80% or More of the Day, 2012-13**



The data analysis also indicated that there is a relationship between discipline (suspension/expulsion) and the level of proficiency in literacy. As seen in Exhibit I-17.1(b).6, SWD who had any disciplinary removals for one or more days had a literacy proficiency rate of 19% compared to 36% for SWD who had no disciplinary removals.

**Exhibit I-17.1(b).6: Literacy Proficiency for Students with Disability By Disciplinary Removal**

	Percent Proficient	Number Proficient	Total Number of Students
Students with any Disciplinary Removal	19.22%	867	4510
Students with no Disciplinary Removals	35.86%	8614	24,020

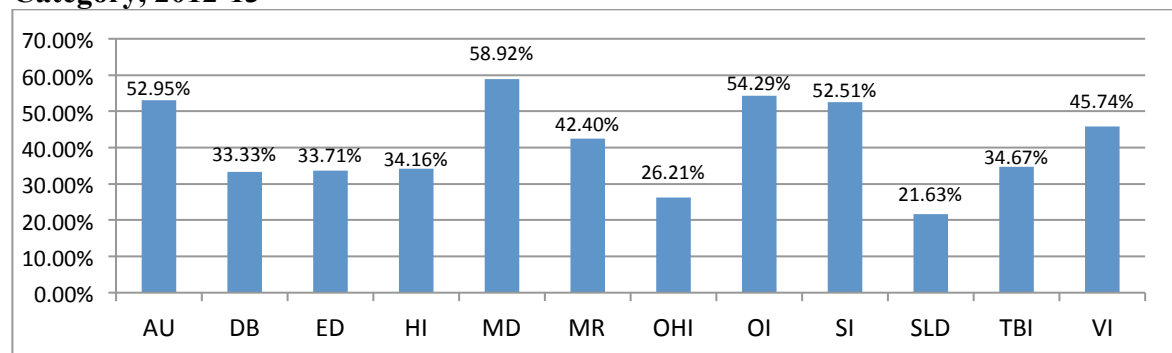
Additionally, a relationship between literacy proficiency and the length of disciplinary removals was identified. SWDs that were removed from the classroom for more than 10 days had the lowest levels of proficiency. Of the SWD who had 1-10 days of disciplinary removals, 20% were proficient in literacy compared to only 12% for SWD removed from the classroom for more than 10 days (see Exhibit I-17.1(b).7).

**Exhibit I-17.1(b).7: Literacy Proficiency for Students with Disability by Length of Disciplinary Removal**

	Percent Proficient	Number of Students Proficient	Total Number of Students
1 to 10 Days	20.24%	594	3923
> 10 Days	12.31%	72	585

Literacy achievement was also examined by disability categories. The examination revealed that students identified in the disability categories of Multiple Disabilities (59%), Speech Language Impairment (53%), and Autism (53%) had the highest proficiency rates across assessment test groups. While students identified in the disability categories of Specific Learning Disability (22%) and Other Health Impairments (26%) had the lowest proficiency rates (see Exhibit I-17.1(b).8 below).

**Exhibit I-17.1(b).8: Percent of Students with Disabilities Proficient in Literacy by Disability Category, 2012-13**



The in-depth disaggregation of literacy data across multiple variables was useful in identifying potential root causes contributing to low achievement. These findings, which are corroborated by stakeholder feedback, indicate that there is a relationship between literacy achievement and time in the general education classroom (LRE); amount of time spent out of school due to suspensions (discipline); and disability category.

District Level Data

In the statewide data analysis, ADE-SEU was able to identify geographic areas of high need (low literacy achievement) in the Delta and Central Regions of the state, which include the Great Rivers ESC, Arkansas Rivers ESC, Southeast ESC, and Tri-District ESC. After the completion of the statewide data analysis, further exploration was undertaken to help determine where to initially focus the SSIP work. Little Rock School District (LRSD), in the Central Region of Arkansas (Tri District ESC), is the most populated district (23,363 students) in the state and contains 5% of the state's special education population (K-12 2013/14 Child Count 2,912). LRSD contains 7 Priority Schools, which make up 19% of the state's Priority Schools, and 9 Focus Schools, which make up 11% of the states Focus Schools.

As a result of six schools classified in academic distress and pursuant to A.C.A. § 6-15-429 and § 6-15-430, on January 28, 2015, the State Board of Education removed the current Little Rock

School District Board, and the district was placed under the authority of the Commissioner of the Arkansas Department of Education. Close collaboration among the Little Rock Superintendent, the Commissioner, and others at the ADE has already begun.

Due to LRSD's large student population, the districts identification as a high need LEA, and the close communication between the LRSD Superintendent, the Commissioner, and other leaders, the ADE has decided to initially focus its SIMR strategies in the Little Rock School District.

For a more detailed explanation of targeted SSIP LEAs and areas of the state see Section 3(c).

#### In-Depth Qualitative Analysis

In identifying potential root causes, ADE-SEU collected qualitative information from face-to-face meetings, small focus groups, and online surveys. Hundreds of responses from special education administrators, teachers, and parents were analyzed to identify patterns for possible root causes and strategies. Examples of questions asked of teachers and administrators are presented in Exhibit I-17.1(b).9.

#### **Exhibit I-17.1(b).9: Teachers' and Administrators' Survey Questions**

1. What factors do you feel are contributing to low performance in literacy for students with disabilities?
2. Why do you think the percent of students with disabilities proficient that took the regular assessment without accommodations was lower in 6 <sup>th</sup> grade than in 3 <sup>rd</sup> -5 <sup>th</sup> grade?
3. Why do you think the percent of students with disabilities that spend 80% of their day in a general education classroom decreases as they move into middle and high school?
4. Why do you think literacy proficiency for students with disabilities drops between 5 <sup>th</sup> and 6 <sup>th</sup> grade and remains consistently low through high school?

The following are a few of the responses to these questions that provide valuable insight to potential root causes of low literacy performance:

- "Lack of exposure to the entire reading curriculum (resource pull out model slows the pace and expectations and does not cover entire curriculum)"
- "General ed teachers in older grades have a tendency to not work well with students with disabilities. General ed teachers don't know how to teach reading. They are focused on subject material only."
- "They [students with disabilities] are in more general classes and don't always receive the individualized instruction that they need to be successful."
- "The classwork gets more difficult and the students tend to fall more and more behind. More students are moved to resource classes in higher grades which accommodate their skill levels and reading levels."
- "It's more difficult to do inclusion in the secondary environment when you are a period/block scheduled day"
- "Because they did not get the proficiency in lower grades. If those foundational skills are not attained in younger grades, when the academic rigor gets harder and more demanding, the gap becomes more obvious because they keep falling farther and farther behind..."



Similar questions were sent to parents in an online survey; however, due to the small response rate, the interpretation of results and generalization of these results to the majority of parents is limited. Responses from the Parent Survey suggests that potential barriers that SWD face in improving their literacy skills include comprehension issues, retrieving information from what's being read, lack of accommodations for student's disability and the response "I don't think she is being pushed hard enough at school." The responses support the conclusions discussed below that instructional practices and materials are essential elements that have helped their children. Additionally, parents' responses indicated that instructional practices and materials are the most important supports provided to increase literacy achievement.

Responses from the Special Education Administrator and Teacher surveys identified concerns in teacher qualifications, instruction, time/scheduling, and class size/caseloads. Many of teacher and administrator concerns align with comments submitted by parents; particularly that child individuality and instructional practices were the main factors, which may contribute to low performance in literacy for SWD.

The results of the qualitative analysis showed that across all Educator groups – Special Education Administrators, ADE personnel, and Teachers – the areas of need with the most emphasis are instructional practices, including how teachers instruct; content and materials for the instruction; child variables, including individualized and differentiated instruction; and time or scheduling considerations. Additionally, responses indicated the need for professional development (PD) and technical assistance (TA) related to how to provide effective, individualized, and differentiated instruction.

These qualitative findings, in combination with results from the in-depth data and infrastructure analysis, indicate the primary root causes of low literacy achievement include:

- lack of effective, individualized, and differentiated instruction, and
- low percentages of students educated within the general education classroom.

A contributing factor that emerged is the lack of instruction due to disciplinary removals (suspensions/expulsions). The data analysis showed a relationship between discipline (suspension/expulsion) and the level of proficiency in literacy.

**1c. A description of any concerns about the quality of the data and if so, how the State will address these concerns.**

While conducting the broad and in-depth data analysis, the ADE-SEU carefully considered any potential data quality issues and none were identified. The State attributes this to its comprehensive data system, the statewide information system (SIS) that collects data through nine cycles throughout the year. The SIS includes established business rules and built in edit checks at the time of submission. In addition, the ADE-SEU provides additional data quality tools to LEAs including automated error reports, as well as periods of verification and self-correction. On behalf of the ADE, the IDEA Data & Research office provides ongoing in person trainings for new data entry staff, as well as data cycle refresher webinars. The IDEA Data & Research Office also host a bi-annual special education data summit that focuses on best practices for collecting, reporting, and analyzing special education data. The Arkansas Public

School Computer Network (APSCN) office hosts an annual state data reporting conference each August in which special education administrators and data entry staff participate.

**1d. A description of how the State considered compliance data and whether those data present potential barriers to improvement.**

As a part of the data analysis process, ADE-SEU considered how compliance data could impact literacy performance by creating barriers to student success. In consideration of potential barriers to improvement, ADE-SEU reviewed SPP/APR compliance indicators, State monitoring data, and issues that were identified through the state's dispute resolution system. The State has had a history of high levels of compliance (over 95%) on Indicators 4B, 9, 10, 11, 12 and 13 over the past 5 years; therefore non-compliance of SPP/APR indicators is not a factor and the indicators did not provide insight to barriers.

Through an analysis of findings from monitoring and dispute resolution, ADE-SEU determined that the findings were isolated, have been corrected, and no direct impact on literacy could be established.

**1e. If additional data are needed, a description of the methods and timelines to collect and analyze the additional data.**

The State has decided to focus initial SSIP work on the Little Rock School District (LRSD). While a significant amount of LRSD data has been analyzed, the State will need to identify and analyze additional school level data. As the work of implementing SSIP specific strategies begins it will be necessary to identify new data elements and specific supports for targeted schools. To have the most current data, this analysis is projected to occur in July of 2015 and will be reported in phase 2 of the SSIP. Similarly, as the ADE-SEU scales-up to focus on additional ESCs in subsequent years, further data will be necessary.

**1f. A description of stakeholder involvement in the data analysis.**

As noted throughout the SSIP, stakeholders have been an integral part of its development. A large component of the early work was focused on increasing the knowledge and buy-in of key stakeholders that would be critical to the in-depth analysis and implementation of the SSIP. General SSIP information was shared with the Special Education State Advisory Council, ADE-SEU staff, ADE School Improvement Unit, ADE Federal Programs Unit, Parent Training and Information Center, Arkansas Association of Education Association (AAEA), and the Arkansas Association of Special Education Association (AASEA). Follow up meetings were set with each group to further discuss SSIP information once a broad focus was established. See Stakeholder Representation in the appendix pages 11 - 14.

Likewise, the ADE-SEU collaborated with multiple internal and external stakeholders throughout the data analysis process. As a part of the SSIP data analysis process, a diverse group of stakeholders supported the analysis, guided the selection of additional layers of data disaggregation, and provided valuable feedback and qualitative data related to potential root causes. Throughout the data analysis process, stakeholder participation was paramount to an authentic and meaningful analysis-feedback loop.

## **Component #2: Analysis of State Infrastructure to Support Improvement and Build Capacity**

### **2a. A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities.**

The ADE-SEU engaged in a systematic process to analyze the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for students with disabilities. The process involved meetings and surveys with multiple internal and external stakeholders. In collaboration with stakeholders, the ADE-SEU completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis and needs assessment to identify strengths of the system and to determine overall needs for improvement. Initiative inventories were also completed in order to determine existing initiatives in Arkansas. Feedback from hundreds of general and special education administrators and teachers, multiple state education associations, parents, and ADE personnel was obtained through an infrastructure needs assessment.

The work between the data and infrastructure analysis occurred simultaneously and was closely aligned. This alignment was important because in order to effectively improve outcomes for SWD, ADE's infrastructure must have the capacity to provide support to LEAs in the areas of low performance identified through the data analysis.

#### Broad Infrastructure Analysis

In April, 2014 the ADE-SEU completed a SWOT analysis that focused on the areas of governance, accountability, data, PD, quality standards, and finance. The analysis provided a big picture summary of the strengths, weaknesses, opportunities, and threats in the 7 domain areas.

As part of the SWOT analysis, the SSIP coordinator met with grant consultant group coordinators to discuss goals of their grants, targeted recipients, services provided, data collected, alignment to SPP/APR Indicators, and how data is used to plan grant activities and evaluate outcomes. An analysis of meeting results indicated the extensive experience and expertise of the grant consultants and the wealth of resources and supports the grants provide to LEAs. It also indicated that more consistent communication as well as data collection and analysis is needed between groups.

Based on the results of the SWOT, ADE-SEU felt it was important to complete an internal needs assessment that focused on 6 basic functions a state department of special education. The needs assessment was an adaptation of the SSOS Self-Assessment Inventory developed by the Center on Innovation & Improvement. The 6 basic areas of functions were: (1) provide information; (2) set standards; (3) distribute resources; (4) monitor compliance; (5) assist with district and school improvement; and (6) intervene to correct deficiencies. The needs assessment measured ADE-SEU's capacity and effectiveness in each of the 6 areas. The combination of the SWOT and needs assessment resulted in broad identification of strengths and areas of need. For a summary of the SWOT and need assessment results see section 2(c).

Based on input and feedback from the Advisory Council in April of 2014, the ADE-SEU

completed an initiative inventory that outlined statewide initiatives or programs that are unique to literacy and math achievement, and graduation rate. The inventory outlined the initiative name, contact person, expected outcomes, target population, scale of implementation; whether it was a mandatory activity, the financial commitment, level of success, and the evidence of outcomes. The results of the initiative inventory indicated that there are many initiatives in the areas of literacy, math and graduation rate, but the initiatives are supported by a single ADE unit or focus on a single student population (e.g. SWD, English language learners, migrant students, homeless). Based on the inventory analysis by the Advisory Council in July 2014, it was apparent that the ADE has extensive resources and supports in the area of literacy that could be utilized, aligned and scaled-up to support literacy achievement for students in Arkansas. It was also evident that additional PD and TA will need to be created in order to meet the needs of educators that support SWD. Key initiatives or programs that were identified in the literacy inventory that directly support the SIMR are outlined in section 2(d).

The broad infrastructure analysis showed that there are many initiatives in the areas of literacy, but the initiatives are supported by a single ADE unit or focus on a certain student population. It is important to build the state-level capacity through the alignment and coordination of existing efforts and systems in order to support LEAs capability to implement evidence based practices, which will lead to improved outcomes for SWD. The data analysis indicated literacy achievement is an area of need; therefore, increasing literacy achievement became the broad focus for additional analysis. The ADE-SEU felt it was important to consider findings from both the data and infrastructure analysis in selecting a SIMR focus area. Therefore, the focus of the SIMR was not based on the infrastructure analysis alone, but rather was supported by the data analysis and stakeholder feedback. After carefully reviewing information from all of these SSIP components, the State selected literacy achievement in grades 3rd - 5th as the broad focus for the SIMR.

#### In-Depth Infrastructure Analysis Process

Following the identification of the SIMR focus, ADE-SEU hosted multiple meetings from August - January 2015 to solicit feedback from educators and interested community members. These face-to-face meetings afforded opportunities to share information about the SSIP and engage in meaningful dialogue about potential root causes of low literacy performance for student with disabilities. Although parents and teachers were represented in the face-to-face meetings, the Advisory Council and ADE personnel felt it was important to engage a larger population of parents and teachers so a statewide survey was disseminated in December 2014.

Qualitative data was gathered by asking a series of infrastructure related questions, and an extensive qualitative analysis was conducted on the responses to the questions in order to discern patterns of responses within and across stakeholder groups. One of the primary purposes of this analysis was to explore strengths of the system that could be leveraged to improve results and to identify opportunities for improvement in the state infrastructure related to literacy. See Key Infrastructure Questions asked during stakeholder meeting in the appendix on pages 15 - 16.

The findings of the in-depth qualitative analysis identified numerous strengths and areas of need in relation to increasing the literacy achievement of students with disabilities. Many of the finding supported improvement strategies within the domain areas of Governance, PD, TA and

Accountability. Detailed findings of the qualitative infrastructure analysis can be found in section 2(c).

**2b. A description of the State's systems infrastructure (at a minimum the governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring).**

The ADE-SEU analyzed all systems within its infrastructure related to increasing the literacy achievement for students with disabilities. The areas of analysis included: governance, fiscal, quality standards, PD, data, TA, monitoring, and accountability. Within the analysis particular importance was placed on how the State's infrastructure can build capability of LEAs to achieve the SIMR.

Governance

The Arkansas Department of Education (ADE) is lead by the Commissioner of Education, Johnny Key, which was appointed by the governor and approve by the State Board of Education in March, 2015. Mr. Key is charged with overseeing the ADE and is supported by the Deputy Commissioner. Five main divisions within the ADE structure the work: Fiscal and Administrative Services, Human Resources, Research and Technology, Public School Accountability, and Learning Services. The ADE-Special Education Unit (ADE-SEU) is under the Division of Learning Services. The ADE-SEU is directly under the leadership of the Assistant Commissioner of the Divisor of Learning Services, Dr. Debbie Jones. See the ADE Organizational Chart in the appendix on page 17.

The ADE-SEU supports local school districts in the provision of special education services for SWD (ages 3 to 21) in an effort to ensure that all SWD in Arkansas receive a Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA). The ADE-SEU staff works in partnership with the Associate Director in designing and/or conducting activities associated with initiatives undertaken to fulfill State and Federal regulations and improve outcomes for students with disabilities.

The ADE-SEU is composed of the following six sections:

- The Curriculum and Assessment section provides guidance to LEAs on special education curriculum development and statewide assessment guidelines.
- The Data and Research section provides quality data management, analysis, TA, and research for the enhancement of the ADE's general supervision of local education agencies' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.
- The Dispute Resolution section helps connect parents to a student's teacher, principal, early childhood coordinator, or the school age supervisor and provides resources and administrative remedies that encourage parents and school districts to work together to resolve issues regarding the educational services.
- The Funding and Finance section provides oversight for finances and data related to the provision of special education, related services by traditional and non-traditional programs, and accurate and timely submission of required federal reports.

- The Monitoring and Program Effectiveness (MPE) section is responsible for ensuring that a Free and Appropriate Public Education (FAPE) is available and provided to all SWD (ages 3-21) in Arkansas. The MPE section monitors special education programs for compliance with state and federal regulations and provides TA for program improvement.
- The State Program Development section assists public agencies such as schools, institutions of higher education, state and private agencies in the development of programs and PD and TA to improve services for SWD.

The Associate Director of Special Education and staff coordinate regularly with multiple Units within the Division of Learning Services, Fiscal and Administrative Services, Research and Technology, and Public School Accountability. The ADE-SEU understands the importance of leveraging resources and the expertise of multiple ADE Units to provide effective and timely services for LEAs. Only by leveraging these resources from the Units across the ADE including Curriculum and Instruction, Assessment, Federal Programs, PD, School Based Health, and School Improvement, will the ADE-SEU be able to achieve the SIMR.

A crucial resource within Arkansas is the 15 regional Education Service Cooperatives (ESCs); the ADE works directly with ESCs to provide services and resources to LEAs across the State. Education Service Cooperatives are multicounty intermediate service units charged to support LEAs in (1) meeting or exceeding State Standards and equalizing education opportunities; (2) more effectively using educational resources through cooperation among school districts; and (3) promoting coordination between school districts and the ADE. The ESCs support educational priorities of the state as established by the General Assembly or the State Board of Education (Arkansas Code Annotated (A.C.A.) § 6-13-1002). The ADE also promulgates rules governing ESCs. Arkansas LEAs may choose not to participate in an ESC, as is the case with the largest LEA, the Little Rock School District (LRSD). The LRSD provides the majority of its education support services internally, but does utilize some PD offerings from the ADE.

#### Fiscal

The ADE-SEU Funding and Finance section provides oversight for fiscal procedures and data collections and reporting related to the provision of special education and related services by traditional and non-traditional programs. This section ensures accurate and timely submission of required federal reports.

ADE-SEU is responsible for the 2014-2015 biennial expenditure of over \$49 million in state General Appropriation Funds and over \$128 million in Federal Funds.

Part B administrative funds are used by the state to administer IDEA Part B Grants, coordinate activities under Part B and provide TA to, other programs that provide services to children with disabilities. Through the use of discretionary funds, the ADE-SEU supports grant consultant groups that provide services and supports to LEAs across the State.

The Part B Federal discretionary funds are used by the state for the following activities:

- monitoring, enforcement and complaint investigation;
- establish and implement the mediation process required by 20 U.S.C. 1415(e);
- provide support and direct services, including TA and PD;
- assist LEAs in providing positive behavior interventions and supports;

- support capacity building activities and improve the delivery of services by LEAs to improve results for SWD;
- assist LEAs in meeting personnel shortages; to improve the use of technology in the classroom by children with disabilities to enhance learning;
- support the use of technology, including technology with universal design principles and assistive technology devices to maximize accessibility to the general education curriculum for children with disabilities;
- development and implementation of transition programs;
- alternative programming for students who have been expelled from school; and to provide services for children with disabilities in correctional facilities, children enrolled in State-operated programs, and children with disabilities in Charter Schools.

### Quality Standards

The vision of the ADE is to provide an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeed in post-secondary education and careers. To assist in achieving this vision, the adoption and implementation of Common Core State Standards (referred to as the Arkansas State Standards) in October, 2012 and membership in the Partnership for Assessment of Readiness for College and Careers (PARCC) has played an integral role.

The college and career readiness expectations set forth by the adoption of the Arkansas State Standards require Arkansas educators to focus on all students, including those who do not speak English as a first language and those with special learning needs. Arkansas' vision sets high standards for Arkansas students and forces educators to examine the practices used each day in classrooms to ensure all students experience learning at high level.

Arkansas has simultaneously implemented the new Teacher Excellence and Support System (TESS) to support high quality classroom instruction and instructional leadership in Arkansas' schools. TESS supports a system focused on the professional growth of educators as measured by professional practice as well as student growth and achievement. The TESS directly focuses on areas of teachers' professional growth that directly impact instructional planning and application, classroom management and professionalism.

In order to support the adoption of the Arkansas State Standards, in September 2013, all Individual Education Programs (IEPs) are standards-based to ensure the instruction received by SWD through their special education program is aligned with College and Career Ready Standards.

The resources and supports these initiatives provide will be critical to leverage in supporting the SIMR. An outcome of all these initiatives support an increased focused on high quality, individualized and differentiated curriculum and instruction to increase student achievement.

### Professional Development

The statewide system of PD creation and dissemination is coordinated through the ADE Professional Development Unit. The ADE Professional Development Unit works with numerous stakeholders to provide quality professional learning opportunities for Arkansas educators. The ADE PD Unit supports a blending learning model and has invested in creating online PD. The

online portal, Arkansas Internet Delivered Education for Arkansas Schools (IDEAS, <http://ideas.aetn.org>), connects K-12 educators with quality, ADE-approved online PD and educational opportunities.

ADE utilizes a regional approach to customize support available to schools and districts that allows them to utilize some of their resources within ESCs to meet PD and other systemic capacity building needs. In collaboration with partner organizations such as regional STEM centers and Education Renewal Zones, ESCs support schools and districts in self-assessment and planning, developing effective leadership and instructional practices, and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. LEAs have a strong incentive to participate in ESC activities because they add value and needed capacity, provide customized PD and other supports, and serve as an avenue for networking, particularly in Arkansas' rural communities. This collaborative relationship between districts and the ESCs builds trust and a climate of support. Superintendents participate in governance of ESCs as members that constitute their boards of directors.

As part of the infrastructure analysis, ADE-SEU identified several components within the PD system that align specifically with the SIMR of improving literacy proficiency for grades 3-5. These components include regional literacy specialists, the Comprehensive Literacy Framework, the State Personnel Development Grant, the AR Co-teaching program, and regional behavior consultants.

The PD Unit currently employs 51 K-12 literacy specialists that are housed at the ADE, ESCs or the University of Arkansas in Little Rock. The literacy specialists are currently redesigning Arkansas' Comprehensive Literacy Framework that will offer PD opportunities that provide guidance and support in building and sustaining a comprehensive literacy system at the local level. As a whole, the modules within the comprehensive framework serve as a complete course of study for reading and writing teachers in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system.

The overarching goals of implementing a Comprehensive Literacy Framework are to enable K-8 educators to:

- Deepen their understanding of the essential elements of reading, writing, speaking, and listening instruction.
- Apply knowledge of the Arkansas State Standards for English Language Arts and Literacy in the disciplines to appropriate grade-level content in the appropriate grade-level classroom context.
- Analyze the data generated from student assessments to guide and adjust instruction to meet the needs of all students.
- Select the most appropriate evidence-based instructional strategies and practices to support diverse student populations.

The PD Unit supports grades 6-12 through the Literacy Design Collaborative (LDC). LDC is designed to make literacy instruction the foundation of the core subjects and offers a planning approach in which literacy is a venue for learning content. In LDC, teachers use a systematic



framework for developing reading, writing, and thinking skills within various disciplines. The LDC tools embed the Common Core Literacy Standards for ELA/Literacy into content-area instruction.

Relative to the ADE-SEU PD supports, multiple ADE-SEU grant consultant groups provide PD that directly supports educators that serve SWD. These consultant groups assist in meeting the challenges of providing 21st century special education services. ADE-SEU's PD mission is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) and the ADE. Consultants respond to statewide needs as well as those of individual LEAs. The statewide PD system is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals that have students with disabilities in their classrooms. The state's PD system is focused on increasing online and blended learning opportunities to ensure PD meets the needs of all educators. See a Summary of Special Education Consultant Groups PD and TA in the appendix on pages 18 - 20.

A few ADE-SEU Grant consultant groups that will directly support the achievement of the SIMR are:

The State Personnel Development Grant (SPDG), employs curriculum and instruction experts to provide PD and TA for teachers focusing on the specific learning styles and the instructional level relative to the academic achievement of students. This training is designed to increase the teacher's knowledge and understanding of the need for pre-assessment, data analysis, flexible student groupings, curricular decisions based on student needs, formative assessment, and progress monitoring. The SPDG staff has particular expertise in Literacy and the Arkansas State Standards. The SPDG also contains supports to systematically guide an LEA in the implementation of positive behavior supports.

The Arkansas Co-Teaching Project is designed to provide support to schools interested in implementing a new co-teaching program or improving an existing one. Support is provided through comprehensive training, TA and information resources. Professional development includes a yearlong combination of traditional and "hands on" guided practice trainings, online support, and onsite coaching visits.

The State behavior consultants support schools in meeting the needs of SWD with intense behavioral needs. These consultants provide individual student assistance; including assistance with behavior plan development and classroom/building/district level program development to meet the social/behavioral needs of students with disabilities.

### Data

Arkansas has a single student management system (SMS) that is web-based. Nine times a year LEAs submit data to the state information system (SIS) from the SMS, which is the base for the Arkansas state longitudinal data system (SLDS). Furthermore, Arkansas was one of the first states to meet the Data Quality Campaigns 10 essential elements. Arkansas has made significant advances in its SLDS and has expanded their interagency partnerships (public and private) which enabled cross-agency data sharing. Through the entity resolution protocol data matching can be conducted across organizations for enriched research and data driven decision making for the

State and particularly at LEAs. The partnerships with vendors utilized by LEAs allow uploads to the data warehouse that can be used to populate components of the LEA dashboards. The combination of data from the SMS, SIS and outside sources provides administrators and classroom teachers' access to more information about their students than ever before.

In 2013 the ADE Research and Technology Division rolled out the Arkansas studentGPS Dashboards that were designed to help teachers, campuses, districts, regional leaders, and ESCs across the State. The Arkansas studentGPS Dashboards allows educators to utilize education data in practical and powerful ways and enable data-driven decision-making. The goal of the system is to develop academic dashboards with early warning systems that will help teachers and administrators ensure every student reaches his/her potential. The dashboards aggregate data from existing sources to show a comprehensive view of each student (including items such as student demographic information, schedule, attendance, assessment data, grades, and discipline) as well as roll-up views of the data for classrooms, schools and districts. The dashboards serve as a valuable instructional tool at the classroom, building, and district levels and there is no cost to the district to take advantage of the dashboard. This dashboard is an invaluable data based problem-solving tool that schools can use to analyze literacy and behavior data.

The ADE-SEU IDEA Data & Research Office will be the lead in the SIMR data collection and analysis that will determine whether or not the State is meeting its SIMR targets. The ADE-SEU IDEA Data & Research Office provides quality data management, analysis, TA, and research for the enhancement of the ADE's general supervision mandate. Working in conjunction with the ADE-SEU Funding and Finance Section, the IDEA Data & Research Office ensures standardized data collection procedures for federal reporting, state and district level data analysis, and public dissemination of program effectiveness data including school district and early childhood program profiles, Significant Disproportionality-Coordinated Early Intervening Services Profiles, the State Performance Plan, and the Annual Performance Report.

#### Technical Assistance

Professional development and TA activities are closely aligned within different ADE Units. The ADE literacy specialists in the PD Unit build follow-up coaching and TA support in all PD developed and disseminated across the state. This will ensure that targeted SSIP LEAs get the support needed to fully implement an evidence-based comprehensive literacy framework.

The ADE-SEU provides TA to LEAs around compliance, and performance indicators through a variety of mechanisms. The monitoring and program effectiveness section provides TA specific to compliance and program improvement based on monitoring findings, desk audits, APR Determinations and referrals from the ADE School Improvement Unit. There has been and will continue to be a concerted effort placed on TA that supports results indicators for SWD. PD and TA that is currently being developed will support:

- standards based IEP development to ensure IEPs are aligned with the Arkansas State Standards and supports and services are in place to enable the student to progress in the general education curriculum.
- appropriate placement of SWD in the least restrict environment, and
- the inclusion of results-focused monitoring.

Various special education grant groups also provide TA around student specific issues and program improvement in an effort to build capacity within the LEA. An online referral system is used; Central Intake and Referral/Consultant Unified Intervention Team (CIRCUIT), and consultants are assigned based on the referral needs. A central entity receives referrals and the case is assigned within 48 hours of referral. Evidence-based practices based on current literature review are used in the provision of TA and each consultant participates in ongoing approved PD to improve skills and knowledge base. Memorandums of Understanding outline required skills and functions of each consultant group. Technical Assistance activities are logged in monthly activity report and reviewed by the administrative team in the special education unit. This system will be restructured to support the collaboration and sharing of information between ADE-SEU grants groups and other ADE TA providers. This restructured CIRCUIT system will be key in managing supports and services targeted SSIP LEAs and well as LEAs across the state are receiving. See a summary of Special Education Consultant Groups PD and TA in the appendix on pages 18 - 20.

### Monitoring

The ADE-SEU monitors LEAs for procedural compliance on regulatory issues and provides TA to support their efforts toward improving results for SWD and their families.

The ADE-SEU utilizes a four-year rotational monitoring system. One-fourth of LEA special education programs, as well as state-operated and state-supported programs providing special education and related services to SWD, are monitored each year. However, the ADE-SEU reserves the right to schedule additional, off-cycle monitoring of any program at any time should conditions warrant.

ADE-SEU is transitioning to a need-based tiered monitoring system that will integrate special education compliance and performance indicators relating them to a results-driven system for students with disabilities. Self-Monitoring is the newest component of this process. Under the new Self-Monitoring process, LEA file reviews require the LEA to examine their local policies, practices, procedures and paperwork. LEAs are accountable for all Special Education Monitoring and Compliance Indicators and if noncompliant practices are determined, the local LEA is responsible to self-correct issues at that level thus giving them buy-in and ownership.

To ensure the accuracy of LEAs self-monitoring data, the ADE-SEU will:

- continue to monitor district special education data submitted through the student management system and financial management system.
- continue to investigate State Complaints and Due Process Hearings.
- review APR/SPP indicator data reported through the student management system virtually
- request additional file reviews and documentation when noncompliance is indicated.
- randomly select and check LEA's onsite for compliance.
- provide feedback of compliance and noncompliance to each LEA Supervisor after Self-Monitoring Cycle ends.
- be available to provide TA to Districts with findings.

LEAs will participate in Self-Monitoring activities. The ADE-SEU will verify correction of all self-identified noncompliance in addition to random verification of self-reported compliant practices. A comprehensive on-site monitoring is completed for LEAs with substantial noncompliance in multiple areas, comprehensive long-term area of need, or systemic issues that hinder student progress. Activities are intense and require ongoing interaction between the LEA and ADE-SEU.

The ADE-SEU will pilot a Results-driven monitoring process in the spring of 2015 that will involve a comprehensive monitoring/TA effort to improve literacy results for students with disabilities. The ADE-SEU will be partnering with the SPDG, and the office of School Improvement to assist targeted LEAs in examining their programs in relation to student outcomes in the area of literacy. Barriers will be identified, including any compliance issues, and an improvement plan will be developed with ongoing support from the ADE-SEU and other partners across the agency.

### Accountability

Over recent decades, federal and state statutes have led to a current context in public education of increasing focus on accountability. This has created heightened awareness and understanding within the ADE of the need to effectively support LEAs to implement and sustain evidence-based systems and practices that yield desired student outcomes. Significant to Arkansas, the current school accountability system (ESEA Flexibility approved by the U.S. Department of Education in 2012, and amended July 2013) is driving changes not only for LEAs, but also for the ADE.

Under the Arkansas ESEA flexibility, the state's accountability system identifies schools in five categories: Exemplary, Achieving, Needs Improvement, Needs Improvement Priority (lowest 5% in the state, referred to as Priority) and Needs Improvement Focus (lowest 30% for Targeted Achievement Gap Group or TAGG, which includes students with disabilities, referred to as Focus). Annual Measureable Objectives (AMOs) for each school are used to measure proficiency and growth in literacy and math, with graduation rates also considered for high schools.

The five designations support the use of relevant data to inform school improvement strategies. Schools are also provided with additional financial and/or TA resources to move proficiency forward. Of the approximately 1,064 elementary and secondary schools in Arkansas, 37 are identified as Priority Schools, and 85 are identified as Focus Schools (ADE Data Center). See a Map of Priority and Focus Schools within Arkansas in the appendix on page 21.

Recognizing that a school's low enrollment of English language learners (ELLs), economically disadvantaged, and students with disabilities (SWD) kept the performance data for one or more these groups from being reported, Arkansas was approved to compile and report performance for these three groups of students collectively as the TAGG. Overall, students are not achieving at sufficient rates in either Priority or Focus Schools.

### Summary

Considering the many systems in the State infrastructure, it is clear to the ADE-SEU that achieving the SIMR will require systematic and intentional collaboration. It will be especially

important that ADE-SEU collaborate with the systems, personnel and resources related most directly to the SIMR that include:

- The alignment and coordination of exiting resources, systems and initiatives focused on supporting LEAs within ADE and Educational Service Cooperatives
- The funding of key personnel and grant projects that can provide services to targeted SSIP LEAs
- The initiatives related to supporting Arkansas State Standards, evaluation systems that support the implementation of the Standards, and the ADE-SEU strategies that specifically support educators that teach SWD
- The statewide PD and TA initiatives and personnel that focus on literacy, behavior or increasing the percent of SWD in the general education classroom
- The State data systems that support data based problem solving that schools can use to analyze literacy and behavior data
- A needs-based tiered monitoring system that will integrate special education compliance and performance indicators relating them to a results-driven system for SWD
- The statewide accountability system that differentiates the needs for schools based on improvement categories and the ADE school improvement specialists that provide direct support to Priority and Focus Schools

## **2c. A description of the current strengths, the extent the systems are coordinated, and areas for improvement within and across the systems.**

The ADE-SEU, in collaboration with the Advisory Council, ADE-SEU staff and consultants, and State Educational Associations, spent a considerable amount of time synthesizing the results of the SWOT Analysis, needs assessment, initiative inventories and qualitative analysis results. These analyses led to the identification of current strengths and areas of improvement within and across the State.

### State Identified Relevant Strengths

#### **1. Infrastructure to support the dissemination of PD and TA across the State.**

Arkansas has 15 ESCs, which are regional centers that support educational priorities of the ADE. The ESCs house critical personnel that support statewide literacy and behavioral initiatives across the state. It is vital that the ADE and ESCs network and collaborate in the services and supports that will be provided to targeted SSIP LEAs.

**2. Focus on improving core instruction for all students and decreasing the achievement gap between students with disabilities and students without disabilities.** The ADE is focusing on targeted ways to respond to LEAs needs, to provide State-level support that makes a difference, and to address barriers with meaningful and functional policies, services and assistance. The following actions have been taken to support higher standards and move student achievement forward:

- The Divisions within and across the ADE (Learning Services and Public School Accountability) are collaborating and aligning resources and initiatives to better support LEAs and drive student achievement forward.

- The Arkansas State Board of Education has adopted the Common Core State Standards (October 25, 2012).
- The State Education Agency is participating in PARCC (Partnership for Assessment of Readiness for College and Career) as a governing member, providing input in development as well as leadership in its implementation in Arkansas.
- As of September 2013, all Individual Education Programs (IEPs) are standards-based to ensure the instruction received SWD through their special education program is aligned with College and Career Ready Standards.

**3. ADE-SEU Personnel that provide services and supports for LEAs.** Multiple ADE-SEU consultant groups provide PD and TA that directly supports educators that serve SWD. The State behavior consultants support schools in meeting the needs of SWD with intense behavioral needs. The State's consultant for students with Traumatic Brain Injury (TBI) supports teachers of students with TBI. The AR Deaf-Blind Grant, Children and Youth with Sensory Impairments (CAYSI), directly supports educators who work with students with multiple sensory disabilities. Arkansas Easter Seals Outreach and Technology and Curriculum Access Center, and Educational Services for the Visually Impaired (ESVI), work collaboratively with CAYSI staff in providing services to eligible students and families across the state. The Arkansas Co-Teaching coordinator supports LEAs in implementing an evidence based co-teaching model. These grants can be utilized to support SSIP targeted schools.

**4. Statewide PD and TA materials focused on a Comprehensive Literacy Framework.** The PD Unit currently employs 51 K-12 literacy specialists that are currently redesigning Arkansas' Comprehensive Literacy Framework. This Framework will offer PD and TA opportunities that provide guidance and support in building and sustaining a comprehensive literacy system at the local level. The ADE-SEU is coordinating with the PD unit to ensure this PD and TA can support the unique needs of educators who work with SWD.

**5. State data systems focused on supporting LEAs.** The ADE has secured personnel highly skilled in data collection, analysis and reporting. The State data management system allows for the analysis of student level data. The ADE has created the Arkansas studentGPS Dashboards that allow educators to utilize education data in practical and powerful ways and enable data-driven decision-making. This is an invaluable free tool that LEAs can use to analysis data this is critical to literacy and behavioral success.

**6. Shift from a total focus on compliance to a results-focused monitoring system.** The ADE-SEU is transitioning to a need-based tiered monitoring system that will integrate special education compliance and performance indicators relating them to a results-driven system for SWD. A component of the tiered monitoring system will focus on results-driven monitoring that will involve a comprehensive monitoring/TA effort to improve literacy results for SWD. The ADE-SEU will be partnering with the SPDG and the ADE School Improvement Unit to assist targeted LEAs in examining their programs and how they contribute to student outcomes in the area of literacy. Barriers will be identified, including any compliance issues, and an improvement plan will be developed with ongoing support from the ADE-SEU and other partners across the agency.

## State Identified Relevant Areas of Improvement

**1. Building state-level capacity through the alignment and coordination of existing efforts/systems.** Findings from the qualitative data analysis showed Governance was an important area of focus for building the internal capacity of the ADE to communicate among themselves as well as to LEAs in an established and consistent manner. Governance also emerged as an area needing development in order to establish, maintain, and increase coordinated and collaborative partnerships within the ADE.

**2. Creating Results Focused Supports for LEAs.** The ADE-SEU monitoring and program effectiveness section efficiently communicates and provides resources for LEAs on Federal and State regulation and policies. There is also staff and systems in place that ensure LEAs document and follow compliant practices. Procedures are in place to address LEAs deficiencies and apply corrective actions for LEAs not meeting Federal and State statutes, policies and program requirements.

The ADE-SEU needs to develop a system that communicates to LEAs expectations that go beyond compliance and provide services that focus on results. Supports need to be restructured or developed in determining gaps between the State expectations/standards and measuring LEAs' implementation fidelity of effectiveness and performance outcomes related to special education. ADE-SEU services need to be aligned to consistently train and coach LEAs special and general education staff to improve their skills and knowledge to meet and exceed operational standards and performance outcomes.

**3. Restructure ADE's online system that supports PD and TA for LEAs.** The CIRCUIT system needs to be restructured to allow for the cross collaboration of ADE-SEU's staff and consultants with other ADE PD and TA providers. The sharing of LEA information, data and outcomes will allow for the ADE to more effectively target and support LEA needs so that they have the capacity to implement evidence based systems and practices.

**4. Need for an integrated approach to improving literacy and behavioral outcomes.** The SSIP data and infrastructure analysis has determined a compelling need to restructure Arkansas' statewide Response-to-Intervention (RTI) Model that builds upon current research of implementation and scaling-up of large-scale initiatives. The RTI Model needs to establish an evidence-based PD/TA system at the state, regional or district level to support sustained implementation of RTI. As part of this system, the implementation of evidence-based competencies in literacy and behavior instruction at the regional, district, and school level is critical.

**5. Need for literacy professional development for educators that teach students with disabilities.** A finding from the qualitative infrastructure analysis was that PD must include both general and special educators learning together to apply knowledge and skills of evidence-based literacy practices while also increasing educators' skills for addressing the individual needs of SWD. Professional development and TA is needed on evidence-based literacy practices that focus on instructional practices, content, materials and curriculum used for instruction, and the individual needs of SWD for consistent, individualized, and differentiated instruction.

Stakeholders indicated the need for “professional development on reading interventions,” “workshops that provide proven effective teaching of materials to students with disabilities,” “more time for reading instruction and more training in teaching reading at the upper levels,” and “training in differentiation and knowing the disabilities and how to deliver correct instructional differentiation.” Educators want “more time for instruction and collaboration with general education teachers,” “up to date research, knowledge and strategies for reading disabilities,” and “administration support.”

**6. Need for structured literacy instructional time.** A finding from the qualitative infrastructure analysis was that LEAs need guidance on how to schedule effective literacy time and content. Guidance is also needed on how to schedule SWD into literacy activities while simultaneously addressing the IEP goals in the least restrictive environment. Examples of these needs are demonstrated by responses such as “services are more period specific and less individual,” “block scheduling,” “because of middle school and high school schedules,” and “less time spent on literacy (literacy only taught 45-90 minutes a day), the students are unable to keep up.”

**2d. The identification of current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives and the extent to which they are aligned, and how they are, or could be, integrated with the SSIP.**

The ADE-SEU has identified multiple, general and special education State-level improvement plans and initiatives that are or can be aligned and integrated with the SSIP. The SSIP will support the Arkansas accountability framework under the Elementary Secondary Education Act (ESEA) Flexibility and the Teacher Excellence and Support System (TESS). Further, the SSIP is aligned with and supports the re-structuring of the emergent state RTI Framework that is driven by state statute and ADE priorities, the Arkansas SPDG, Arkansas’ Comprehensive Literacy Framework, and the AR Co-Teaching Project.

ESEA Flexibility

The ESEA Flexibility seeks to support every school where students continue to struggle. The state has created a system focused on college and career readiness that incentivizes continuous improvement. The SSIP will target districts with identified Priority and Focus Schools and bring together the resources and supports of the ADE. Of the approximately 1,064 elementary and secondary schools in Arkansas, 37 are identified as Priority Schools, and 85 are identified as Focus Schools (ADE Data Center). See a Map of Priority and Focus Schools within Arkansas in the appendix on page 21. Based on SSIP and ESEA data, targeted districts are within Central Arkansas, Great Rivers, Arkansas River and Southeast ESCs. See sections 1(b) for rationale behind selecting targeted areas of the state. The SSIP strategies will provide the support necessary to implement many of the targeted supports outlined in the ESEA Flexibility that focus on improving educational outcomes for students with disabilities. For more detail about ESEA Flexibility see section 2(b).

TESS

Embedded within the accountability system, the Teacher Excellence and Support System (TESS) were developed to support high quality classroom instruction and high quality instructional leadership in Arkansas schools. TESS provides a support system, focused on the professional



growth of educators as measured by professional practice as well as student growth and achievement. This reflects a theory of change that quality instructional outcomes result from a process of continuous improvement through experience, targeted PD, and insights and direction gained through thoughtful, objective feedback. The SSIP SIMR and improvement strategies will support targeted LEA personnel with evidence-based PD and TA that supports the four domains being evaluated within TESS (Planning and Preparation, The Classroom Environment, Professional Responsibilities and Instruction) and the professional growth plans for teachers.

#### AR RTI Initiative

The General Assembly has enacted a statute designed to provide early identification and intervention for struggling readers (Act 1294 of 2013). Due in part to this act, the ADE Assistant Commissioner, Division of Learning Services prioritized efforts to support schools to improve instruction through RTI. The SSIP will build upon this ongoing effort and enhance it through the carefully articulated and implemented SPDG PD and TA system for multi-tiered systems of supports (MTSS)/RTI. The SPDG was submitted to OSEP for consideration of funding in February 2015. The ADE is committed to the implementation of an evidence-based RTI system.

#### AR SPDG

The proposed AR SPDG was submitted to OSEP and is currently pending approval in April 2015. The AR SPDG will provide systemic, ongoing support and personnel to targeted SSIP districts. The AR SPDG proposal was developed through collaborative planning across multiple ADE units including Special Education, Curriculum and Assessment, Professional Development, School Improvement, and School Health Services. This collaborative process resulted in a program design supported across the ADE and a commitment to leverage resources and adhere to common PD and implementation standards throughout the initiative. Thus, the AR SPDG will rely on unified efforts to braid existing programs and resources. This will improve the efficacy of integrating and aligning practices and/or initiatives that have shared components and/or parallel processes.

The priority focus areas for the AR SPDG will provide the personnel and structure needed to implement many of the improvement strategies within the SSIP. The primary goals within the SPDG are:

- implement effective and efficient delivery of PD;
- increase the use of evidence-based PD practices that will increase implementation of evidence-based practices and result in improved outcomes for students with disabilities;
- provide ongoing assistance to personnel receiving SPDG-supported PD that supports the implementation of evidence-based practices with fidelity; and
- use technology to more efficiently and effectively provide on-going professional PD to personnel, including to personnel in rural areas and to other populations, such as urban or high-need LEAs.

#### Arkansas Comprehensive Literacy Framework

Arkansas' Comprehensive Literacy Framework will offer PD opportunities that provide guidance and support in building and sustaining a comprehensive literacy system at the local level. The goals for the Comprehensive Framework (see section 2(b)) will provide the necessary literacy PD and TA to support targeted SSIP schools.

### Arkansas Co-Teaching Project

The AR Co-Teaching Project is designed to provide support to schools interested in implementing a new co-teaching program or improving an existing one. Support is provided through comprehensive training, TA and information resources. This project will provide support to SSIP targeted schools.

### **2e. A list of representatives (e.g. offices, agencies, positions, individuals, and other stakeholders) who were involved in the development of Phase I and will be involved in the development and implementation of Phase II of the SSIP.**

The ADE-SEU has developed meaningful partnerships that are ongoing and impactful throughout Phase I of the SSIP. The representatives outlined below are committed to supporting the implementation of Phase II of the SSIP. See Stakeholder Participation Chart in the appendix on page 1 and the Stakeholder Representation on pages 11 - 14.

- Special Education Advisory Council
- Parent Training and Information Center
- Community Parent Resource Center
- AR Education Service Cooperatives
- Arkansas Association of Educational Administrators
- Arkansas Association of Educational Administrators
- LEA Special Education Administrators
- ADE Special Education Unit Staff
- ADE Assistant Commissioner of Learning Services
- ADE Professional Development Unit
- ADE Curriculum and Instruction
- ADE Federal Programs Unit
- ADE School Health Services Unit
- ADE Assessment Unit
- ADE Public School Accountability Division
- ADE School Improvement Unit
- Parent across Arkansas
- Teachers across Arkansas
- ADE-SEU Consultant Groups
- IDEA Data & Research

### **2f. A description of stakeholder involvement in the analysis of the State's infrastructure.**

Multiple internal and external stakeholders were involved in the analysis of the State's infrastructure. The SSIP has allowed the ADE-SEU to strengthen existing partnerships with internal and external groups involved in the education of SWD as well as build new partnerships.

A large part of the early work in the SSIP, focused on increasing the knowledge and buy-in of key stakeholders that would be critical to the in-depth analysis and implementation of the SSIP. General SSIP information was shared with the Special Education State Advisory Council, ADE-

SEU staff, ADE School Improvement Unit, ADE Federal Programs Unit, Parent Training and Information Center, AR Association of Education Association (AAEA), and the AR Association of Special Education Association (AASEA). Follow up meetings were set with each group to further discuss SSIP information once a broad focus was established.

Authentic stakeholder input guided the analysis and was critical in the identification of opportunities for improvement related to literacy. Please refer to 2(a) for a detailed explanation of how stakeholders were involved in the analysis. ADE-SEU will continue its stakeholder engagement into Phase II of the SSIP. For a summary of stakeholder engagement through Phase I. See Stakeholder Participation Chart in the appendix page 1.

### **Component #3: SIMR**

#### **3(a) The State has a SIMR and the SIMR is aligned to an SPP/APR indicator or a component of an SPP/APR indicator.**

ADE-SEU has selected a SIMR that is aligned to Indicator 3: Assessment and particularly to Indicator 3C: Proficiency. The SIMR will measure the percent of SWD in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment. ADE-SEU believes it is not only important to recognize students who are proficient but also students who are making gains toward proficiency. By examining data of students who are not proficient, targeted PD can be provided to teachers, in participating schools, which can help move student literacy scores upward. It is also essential to ensure that students who have already reached a proficient score in literacy stay proficient as they matriculate through school.

#### **3(b) The SIMR is clearly based on the data and State infrastructure analyses.**

The State engaged in a systematic process to select the SIMR by conducting extensive quantitative and qualitative data collections and analyses. The process began with a review of APR indicator data with the Special Education Advisory Council. Their initial input provided critical guidance for the process applied across stakeholder groups (internal and external) in the development of the SIMR.

##### Data Analysis

The data revealed that over the past eight years of the SPP/APR, literacy scores in Arkansas for students with disabilities have increased slightly every year except in 2013-14; however, the gain made was minimal compared to the expected rates outlined in the SPP targets. The examination of grade level assessment data revealed a significant decline in literacy proficiency scores between fifth and sixth grade. When stakeholders were asked why they thought this drop occurred a initial statement was that the State assessment for sixth grade students had different metrics (new cut scores) than the assessment for students in grades 3-5. However, when diverse groups of stakeholders were asked why they thought this drop occurred they expressed the common concern that it was due to lack of effective, individualized, and differentiated instruction. Furthermore, the qualitative analysis of the survey of teachers, administrators, ADE personnel, and parents found that many believe that SWD are not receiving quality instruction; they lack exposure to the full curriculum that aligns with the correlational findings on least restrictive environment (LRE) and discipline with assessment proficiency levels.

A more distinctive difference in assessment data was found as the analysis drilled into regions of the state. School districts in the Central Region and the southeast quarter of the state (aka Delta Region) have the lowest performing SWD on the statewide literacy test. These two regions represent 21.35% of SWD participating in the statewide literacy test and 5.12% of the state's proficient literacy scores. Only 24% of the SWD in these regions have proficient literacy scores.

Once the regions of the state were identified for the SSIPs implementation, Little Rock School District (LRSD) was selected as the initial focus for SIMR strategies. The LRSD is located in the

Central Region and is Arkansas' largest school district. Besides having the largest special education enrollment, they also have seven Focus and nine Priority Schools.

### Infrastructure Analysis

The infrastructure analysis provided critical information for the selection of the SIMR. The infrastructure analysis process included internal and external stakeholders participating in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis that focused on governance, accountability, data, PD, quality standards, and finance. An internal needs assessment was also conducted focusing on 6 basic functions of the ADE-SEU: (1) provide information; (2) set standards; (3) distribute resources; (4) monitor compliance; (5) assist with district and school improvement; and (6) intervene to correct deficiencies. The needs assessment measured the ADE-SEU capacity and effectiveness in the 6 functions. A large part of the early work with external stakeholders focused on increasing their knowledge, which will be critical for implementation of the SSIP.

An in-depth infrastructure analysis was conducted to define root causes of areas of low performance in literacy for SWD. The process engaged multiple stakeholder groups in a comprehensive approach that included a number of strategies to seek input into the primary areas and reasons of low literacy performance for SWD. The qualitative data gathered during these meetings and through surveys were analyzed to discern patterns across stakeholder groups.

Based on the information gathered from internal and external stakeholders across the state, the SIMR was developed: *Percent of SWD in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment*. Literacy is defined as the ability to read and write. Reading is making meaning from print. It is a process involving word recognition, comprehension, fluency, and motivation.

### State Initiatives

The ADE-SEU has identified multiple, general and special education State-level improvement plans and initiatives that are or can be aligned and integrated with the SSIP. The SSIP will support the Arkansas accountability framework under the Elementary Secondary Education Act (ESEA) Flexibility and the Teacher Excellence and Support System (TESS). Further, the SSIP is aligned with and supports the re-structuring of the emergent state RTI Framework that is driven by state statute and ADE priorities, the Arkansas SPDG, the Arkansas' Comprehensive Literacy Framework, and the AR Co-Teaching Project. See section 2(d) for more detailed information on these initiatives.

### **3(c) The SIMR is a child-level outcome in contrast to a process outcome.**

ADE-SEU's SIMR is a child-level outcome that measures the changes in a student's literacy achievement between two school years using the literacy scale scores of the statewide assessment. A student's literacy score is matched to his/her literacy score from the previous year. For example, a student in the fourth grade will have his/her fourth grade literacy score matched to his/her third grade literacy score. This only applies to students who are in the participating districts for both years.

The SIMR will have an impact on improving results for students with disabilities within the State as it is implemented and scaled-up over the next five years. Arkansas believes that improving child-level results includes students who are proficient and those who are making gains toward proficiency. By examining data of students who are not proficient, targeted PD can be provided to teachers in participating schools, which can help move student literacy scores upward. It is also essential to ensure that students who have already reached a proficient score in literacy stay proficient as they matriculate through school.

ADE-SEU has selected to focus on the central and Delta region of the state. In these two regions only 24% of the SWD have proficient literacy scores. Little Rock School District (LRSD) has been selected as the initial focus for SIMR strategies. The LRSD is located in the Central Region is Arkansas' largest school district. Besides having the largest special education enrollment, they also have seven Focus and nine Priority Schools. Over the implementation years of the SIMR, other districts will be added from the central and Delta regions. The scale-up districts from these regions will be selected based on quantitative and qualitative data, as well as priority and focus status. Exhibit I-17.3(c).1 provides information on districts located in the central and Delta region.

**Exhibit I-17.3(c).1: Districts in the Central and Southeast Region of Arkansas**

<b>District Name</b>	<b>Child Count in Grades 3-5</b>	<b>Number of Focus Schools</b>	<b>Number of Priority Schools</b>
AR School For The Blind	20		
AR School For The Deaf	23		
Barton-Lexa School District	14		
Cleveland County School District	27		
Crossett School District	48		
Dermott School District	15		1
Dewitt School District	30	1	
Dollarway School District	23		2
Drew Central School District	30		
Dumas School District	27	2	
E-Stem Charter Public School	27		
Forrest City School District	86	3	2
Genoa Central School District	18		
Hamburg School District	50	1	
Helena/ W. Helena School District	34		1
Hermitage School District	10	2	
Hughes School District	7	1	1
Jacksonville Lighthouse Charter School	16		
KIPP Delta College Prep School	25		
Lakeside School District (Chicot)	30	1	
Lee County School District	37		3
Little Rock Preparatory Academy Charter School	13		
Little Rock School District	779	9	7

Marvell School District	20		
McGehee School District	34		
Monticello School District	37	1	
N. Little Rock School District	190	5	
Palestine-Wheatley Sch. District	19	2	
Pine Bluff School District	147		4
Pinebluff Lighthouse Charter School	17		
Pulaski Co. Spec. School District	547	3	3
Quest Middle School Of Pinebluff	2		
Sheridan School District	82		
Star City School District	37		
Stuttgart School District	50	2	
Warren School District	25		
Watson Chapel School District	72	1	
West Memphis School District	161	1	1
White Hall School District	74		
Woodlawn School District	20		
<b>Total</b>	<b>2,923</b>	<b>35</b>	<b>25</b>

As noted above, the State has selected a SIMR that focuses on improving literacy achievement for a subset of the state. Since the number of students obtaining a level of proficient is lower in the central and Delta region as compared to other areas of the state, by improving literacy achievement scores in these two regions, the state's literacy proficient rate will yield an overall increase. The increase in literacy scores will also impact other curriculum areas. As stated in the article *How Important is Teaching Literacy in All Content Areas?* by Rebecca Adler of Edutopia Consulting the ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication. Literacy skills are a predictor for success in other curriculum areas, especially for third grade students. Research has shown that literacy skills in third grade are a strong predictor of graduation.

### **3(d) The State provided a description of stakeholder involvement in the selection of the SIMR.**

The SIMR was developed with internal and external stakeholder involvement. Once literacy was determined to be the area of focus for the SSIP, Arkansas worked with multiple stakeholder groups to select the SIMR. See Stakeholder Representation in the appendix on page 1. Multiple measurements were discussed, including:

- a composite set of scores to measure grade level literacy for students in K-5 to establish a rate, since K-2 is not part of the statewide assessment;
- percent of SWD meeting the state's growth model in grades 3-5;
- percent of SWD proficient or above on the statewide literacy assessment in grades 3-5 (same of Indicator 3C);
- percent of SWD on grade level as determined by using the DIBELS in grades K-5; and,

- percent of SWD in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.

The pros and cons of each measurement were extensively discussed. While the initial preferred option was using the DIBELS data, as it would provide a repeated measurement throughout the school year (fall, mid-year, end of year) and allow teachers to make modifications to instruction during the year, it was later discovered that the DIBELS data was not readily available.

The Director of the Data & Research Office contacted the Office of Innovation at the University of Arkansas (the state's contractor for AMO) to discuss additional measurement options and the possibility of using a gain index was presented. In the recent past, Arkansas calculated a student gain index and the Office of Innovation provided the IDEA Data & Research Office with documents on how the State had calculated the gain index using scale scores of the statewide assessment. The measurement option was presented to the leadership of the ADE-SEU and the decision was made to present the option to stakeholders for their feedback. Stakeholders supported using the gain index and indicated they especially liked the idea of measuring gains on students who are moving toward proficiency and those who reach or maintain a proficient level. The stakeholders relayed their feeling that the gain index method of measurement would provide the data needed to measure the successful implementation of the improvement strategies in the SSIP targeted schools.

**3(e) The State provided baseline data and targets that are measurable and rigorous (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018, with the FFY 2018 target reflecting measurable improvement over the FFY 2013 baseline data.**

Targets have been established to reflect a measurable improvement over the FFY 2013 baseline data. The initial targets were set using data for grades 3-5 from Little Rock School District's 15 elementary schools. As schools are added through scale-up, the targets may need to be updated to reflect the changing population. Targets are measurable and rigorous through FFY 2018.

<b>FFY 2013 Baseline</b>	<b>FFY 2014</b>	<b>FFY 2015</b>	<b>FFY 2016</b>	<b>FFY 2017</b>	<b>FFY 2018</b>
45.65%	47.25%	48.85%	50.46%	52.06%	53.65%

A. Number of SWD who had valid assessment results for current and previous year	620
B. Number of SWD who made gains toward proficiency reaching a level nearer to proficient	126
C. Number of SWD who made gains toward proficiency and reached a level of proficient	39
D. Number of SWD who were proficient in the previous year and maintained their level of proficient level	118
<b>Percent of SWD in grades 3- 5 that made gains towards reaching a proficient score or maintained proficient score on the statewide literacy assessment = ((B+ C+D)/A)*100</b>	<b>45.65%</b>



The growth of targets from the baseline year was established using the *Guide for Describing Meaningful Differences*, which was developed by John Carr at WestEd. The purpose of the tool is to describe differences in the percentages of achievement results. Using the table presented in Exhibit I-17.3(e).1 Arkansas selected the high end of moderate growth over the next five years.

**Exhibit I-17.3(e).1: *Guide for Describing Meaningful Differences***

Descriptive Difference	Total Number of Students being Compared			
	50	100	200	500+
	Percentage Point Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+

Although, the tool was not meant to set targets, it provided guidance in selecting a percentage point increase for the next five years that would be meaningful. Arkansas selected a growth rate of eight percentage points from FFY 2013 baseline to FFY 2018, resulting in an annual growth rate of 1.6 percentage points. While the annual growth rate may seem small, as schools throughout the central and Delta region are added to the implementation, the number of students being measured will increase substantially.

## **Component #4: Selection of Coherent Improvement Strategies**

### **4(a) A description that demonstrates how the improvement strategies were selected and will lead to a measurable improvement in the State-identified result(s).**

The ADE-SEU, in collaboration with stakeholders, selected improvement strategies based on an extensive data and infrastructure analysis. The ADE-SEU strategically engaged the Advisory Council, Arkansas Education Associations, Administrators, teachers, parents and ADE personnel in identifying infrastructure needs and contributing factors of low performance of literacy achievement for SWD. Based on this analysis, ambitious but achievable improvement strategies were developed that the ADE will have the capacity to support. The improvement strategies selected focus on a combination of State-level and LEA-level capability building components. It is important to the ADE that the strategies identified focus on building the capacity of the State personnel while simultaneously providing targeted supports to build the capacity of LEAs to implement evidence based practices. Since capacity building and student outcomes are priorities across all the selected improvement strategies, it is essential that some of the strategies build the structures and systems necessary to identify and manage supports while the others focus on the PD and TA being provided. This purposeful selection between system strategies and content strategies is what differentiates the SSIP strategies from previously implemented improvement efforts and will ensure student outcomes are achieved.

The data analysis indicated concerns with the effectiveness, individualization, and differentiation of instruction, percentages of students educated within the general education classroom, and missed instruction due to disciplinary removals. This identification of contributing factors supported the development of strategies focused on RTI with an emphasis on literacy, behavior, and improving performance relative to least restrictive environment.

The infrastructure analysis identified multiple strengths and areas of need within the States infrastructure. While the restructuring of ADE-SEU's monitoring system to support a needs-based tiered system provides the resources and structure to shift from a total focus on compliance to a more balanced system that includes a focus on results, there remain several important needs. ADE-SEU's current online PD and TA system will be restructured to better support differentiated and targeted needs of LEAs. In addition, a concerted effort will be made within the ADE to build the internal capacity of personnel and align PD and TA efforts. These identified areas of need supported the development of a strategy that will focus on creating a special education system of PD and TA that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.

For a list of strategies and a detailed explanation of how they align with the data and infrastructure analysis see section 4(b) and 4(c).

### **4(b) A description that demonstrates how the improvement strategies are sound, logical, and aligned.**

In order for the SSIP improvement strategies to be sound and logical it is important they align with the SIMR and current state initiatives. An extensive initiative inventory was developed in

order to identify the current interventions and programs ADE is supporting. The explanation below outlines how each strategy is sound, logical, and aligns with the SIMR and state initiatives.

**Strategy # 1: Redesign a tiered state monitoring system that includes a focus on results with an emphasis on literacy and is aligned to other ADE monitoring systems.**

This strategy is logical and sound because it will provide the critical structure and supports necessary to differentiate and target PD and TA services and supports for LEA. Similar to OSEP's Results Driven Accountability initiative that differentiates services and support for states, the ADE-SEU, with the support of stakeholders, acknowledged the importance of this strategy. The tiered monitoring system will not only have a focus on the entitlements under the law, but an increased emphasis on results for students with disabilities. While local school districts are working on school improvement strategies, ADE is focusing on ways to respond to district needs, to provide state-level support that makes a difference, and addresses barriers with meaningful and functional policies, services and assistance. A goal of the ADE-SEU in transforming the monitoring system is to build the capacity of LEA to take ownership of their own programs, and use their data to build capacity for maintaining compliance and improving services for SWD.

By partnering with the SPDG and the School Improvement Unit, ADE-SEU will leverage resources and provide strategic supports to LEAs. The coordination between ADE Units and the goal of supporting a monitoring system that focuses on compliance and results indicators is what differentiates this improvement strategy from past state initiatives. This system will be utilized to identify targeted SSIP LEAs in future years.

Current state initiatives that were considered in developing this strategy were the goals outlined in the ESEA Flexibility relative to improving results for SWD and the other monitoring systems ADE currently requires through the Public Schools and Accountability Division and Federal Programs.

**Strategy #2 Create a special education system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.**

The system will allow the essential cross collaboration of ADE-SEU's staff and consultants with other ADE personnel. The sharing of LEA information, data and outcomes will allow for the ADE to more effectively leverage resources and increase the reach and impact of its work, which will increase the knowledge and skills of LEAs to implement evidence based services and supports for SWD. The purposeful inclusion of stakeholder feedback, coordination between ADE Units, and the access to personnel that build a system that will coordinate collaboration between consultants is what differentiates this improvement strategy from the current state system.

This strategy will lead to a measurable improvement in the SIMR by providing the necessary transparency of State services and supports stakeholders have requested. In order to meet the targets identified in the SIMR and scale-up the amount of targeted SSIP LEAs, it is critical that a structure is in place that manages and coordinates state-level PD and TA providers' communications and outcomes.

Current state initiatives that were considered in developing this strategy were the ESEA Flexibility and TESS. This system can be utilized to provide the support necessary to implement provisions outlined in the ESEA Flexibility with a focus on improving educational outcomes for SWD. It can also provide the necessary resources to support LEAs with evidence-based PD and TA that supports the four domains being evaluated within TESS (Planning and Preparation, The Classroom Environment, Professional Responsibilities and Instruction) and the professional growth plans for teachers.

**Strategy #3: In collaboration with other ADE Units, Restructure Arkansas' Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.**

This strategy will support the restructuring of Arkansas' RTI Model. This strategy is based on sound research, which validates the interactive nature between literacy and behavior, and states a combined approach to support and enhance student success academically and behaviorally. There is a documented connection between low academic skills and problem behavior that increases over time (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004; Morrison, Anthony, Storino, & Dillon, 2001; Nelson, Benner, Lane, & Smith, 2004). Further, students facing challenges in both areas are at higher risk for poor school outcomes (McIntosh, Flannery, Sugai, Braun & Cochrane, 2008).

This strategy will provide the overall structure, systems, and essential components that will allow for Strategies 4, 5, and 6 to be implemented with fidelity. Additionally, it is closely aligned with the goals of the AR SPDG that was submitted to OSEP for consideration of funding in February, 2015. The AR SPDG will work directly with SSIP targeted schools to provide the systemic support needed to achieve the intended outcomes of the SIMR and the statewide RTI Initiative. The SPDG will support the restructuring by using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics. The focus will be on state, regional and district level implementation teams and evidence-based practices will provide sustainability over time to improve outcomes for all students, especially students with disabilities. The collaboration and coordination of multiple ADE units and ESCs, purposeful inclusion of implementation science scale up components, and the development of high quality research based RTI PD and TA is what differentiates this improvement strategy from past RTI state initiatives.

This strategy will lead to a measurable improvement in the SIMR by providing the framework to organize and assess LEAs academic and behavior services and support. Based on LEA needs, high quality, evidence based PD and TA will be provided. The development of literacy, behavior, and LRE PD and TA will be critical to developing the capacity of ADE and ESC staff to support LEAs in these areas. The PD and TA will also help develop a statewide literacy and behavior system of supports for students with disabilities.

Current state initiatives that were considered in developing this strategy were the AR SPDG, the Arkansas RTI Initiative, and the ESEA Flexibility. This strategy will provide the structure, systems, and essential components that will support implementation fidelity of strategies 4, 5, and 6. This will allow ADE to increase its ability to support LEAs capacity to implement evidence based systems and practices and align effective resources available to support

differentiated and individualized, evidence based practices for all SWD. This strategies will directly support goals within the AR SPDG and Arkansas RTI Initiative. It will also provide systemic support needed to support Priority and Focus Schools. This will improve the efficacy of integrating and aligning practices and/or initiatives that have shared components and/or parallel processes (Adelman & Taylor, 2003; McLaughlin & Mitra, 2001).

**Strategy # 4 As a part of the restructuring of RTI, design and implement evidence based literacy PD and TA for educators of students with disabilities in collaboration with other ADE Units.**

The literacy PD and TA developed will directly support Arkansas' RTI Initiative (Strategy #3). This strategy will provide the literacy PD and TA necessary to increase the knowledge and skills of LEAs and provide high quality, evidence based services and supports for SWD, which directly aligns with the SIMR. This strategy is based on sound research noted in Strategy 3 above in section 3(c) and the data and infrastructure findings noted below in section 4(c).

The AR SPDG in collaboration with the American Institute of Research (<http://www.air.org/>) and the ADE PD unit will provide the necessary structure to ensure capacity building at the state, regional, district and school-level within targeted SSIP districts. Arkansas' Comprehensive Literacy Framework will provide the necessary literacy PD and TA to support targeted SSIP schools. ADE-SEU grant consultants will also develop and support PD and TA modules around "access" for all students, especially SWD to enhance RTI implementation in participating LEAs, as well as be a resource statewide. Additionally, PD modules specific to meeting the needs of students with significant cognitive disabilities will be developed to support literacy achievement. The coordination between ADE Units, the leveraging of personnel, and literacy resources is what differentiates this improvement strategy from past literacy state initiatives.

This strategy will lead to a measurable improvement in the SIMR by providing the literacy services and supports necessary to increase the knowledge and skills of LEAs to provide high quality, evidence based services and supports for SWD. It will also increase ADE's ability to support LEA capacity to implement evidence based literacy practices.

Current state initiatives that were considered in developing this strategy were the Arkansas Comprehensive Literacy Framework, the AR SPDG, the Arkansas RTI Initiative, and the ESEA Flexibility. The literacy PD and TA developed in connection with the Comprehensive Framework, will directly support the goals within the AR SPDG and Arkansas RTI Initiative. It will also provide PD and TA Priority and Focus Schools can access to build the capacity to implement evidence based literacy frameworks and practices that align with effective resources available to support differentiated and individualized, evidence based practices for all SWD.

**Strategy #5 As a part of the restructuring of RTI, design and implement evidence based behavior PD and TA for educators of students with disabilities in collaboration with other ADE Units.**

The behavior PD and TA developed will directly support the Arkansas' RTI Initiative (Strategy 3). This strategy will provide the behavior PD and TA necessary to increase the knowledge and skills of LEAs and provide high quality, evidence based services and supports for SWD, which directly supports outcomes identified in the SIMR. Research identified in Strategy 3 and PBIS implementation research from the National PBIS Center indicate the positive effects of the

integration of a school wide positive behavior support approach on academic achievement. The AR SPDG in collaboration with the National PBIS TA Center will provide the necessary structure to ensure capacity building at the state, regional, district and school-level within targeted SSIP districts. The State behavior consultants who support schools in meeting the needs of SWD with intense behavioral concerns, will work collaboratively with new AR SPDG staff to align efforts in common schools. They will also develop PD and TA to support a continuum of behavioral support for schools. The coordination between ADE Units, the leveraging of personnel, and behavioral resources is what differentiates this improvement strategy from past behavioral state initiatives.

This strategy will lead to a measurable improvement in the SIMR by providing the behavioral services and supports necessary to increase the knowledge and skills of LEAs to provide high quality, evidence based services and supports for SWD. It will also increase ADE's ability to support LEA capacity to implement an evidence based Positive Behavior Supports framework.

Current state initiatives that were considered in developing this strategy were the Arkansas SPDG, the Arkansas RTI Initiative and the ESEA Flexibility. The behavior PD and TA developed through this strategy will directly support the goals within the AR SPDG and Arkansas RTI Initiative. It will also provide PD and TA Priority and Focus Schools can access to build the capacity of personnel to implement an evidence based school wide positive behavioral supports framework and strategies.

**Strategy #6 As a part of the restructuring of RTI, design and implement evidence based PD and TA that targets increasing the percentage of students educated within the general education environment.**

The LRE PD and TA supports developed will directly align with the Arkansas' RTI Initiative (Strategy #3). This strategy will provide the services and supports necessary to increase the knowledge and skills of LEAs to provide strategies that will increase the amount of time SWD spend in the general education classroom and support LEAs in scheduling literacy instruction. Research has shown that students, who have access to the general curriculum in the regular general education classroom, have greater success academically and socially. Arkansas' own analysis of its LRE and assessment data revealed that SWD who are in more restrictive environments tend to perform lower on statewide assessments. Students who have access to the general education curriculum in the most appropriate least restrictive educational setting make positive strides in their academic, social, emotional and behavioral needs. The coordination between ADE-SEU grant consultants and the purposeful review of LRE as part of Results Focused Monitoring is what will make this strategy successful.

This strategy will lead to a measurable improvement in the SIMR by providing LEAs the strategies that will increase the amount of time SWD spend in the general education classroom, support LEAs in scheduling literacy instruction, and support teachers with an effective Co-Teaching model.

One current state initiative that was considered in developing this strategy is the AR Co-Teaching Project. The Arkansas Co-Teaching Project will provide a comprehensive model which supports a PD package that includes a yearlong combination of traditional and "hands on" guided

practice trainings, online support, and onsite coaching visits. The ADE-SEU consultants will also provide targeted and differentiated services around LRE to SSIP targeted schools.

**4(c) A description of how implementation of improvement strategies will address identified root causes for low performance and ultimately build capacity to achieve the SIMR for children with disabilities.**

The development of the improvement strategies took place after the in-depth data and infrastructure analysis occurred and root causes of low performance in literacy were identified. In order to sustain and scale-up the strategies it was important to the ADE-SEU and stakeholders that the strategies support root cause findings and State-level initiatives such as RTI and a statewide tiered monitoring system. Below in Exhibit I-17.4(c)1 is an explanation of how the strategies will address root cause findings and systemic change. A detailed explanation of how the improvement strategies are based on implementation frameworks and will support systemic change can also be found in section 4(b) and 4(d).

**Exhibit I-17.4(c)1. How Strategies Will Address Root Causes**

Strategy #1	<b>Redesign a tiered state monitoring system that includes a focus on results with an emphasis on literacy and is aligned to other ADE monitoring systems.</b>
Root Causes and Systemic Change	<p>A tiered monitoring system will provide the structure and supports to differentiate and target PD and TA services and supports for LEA. The system will also provide LEAs with the knowledge and skills they need to take ownership of their own programs, and use their data to build capacity for maintaining compliance and improving services for SWD. This tiered system will support the areas of need listed below.</p> <p><b>Areas of Need</b></p> <ul style="list-style-type: none"> <li>• Establish, maintain, and increase coordinated and collaborative partnerships within the ADE. Supports improvement focus number one in the Section (2c)</li> <li>• Communicate to LEAs expectations that go beyond compliance and provide services that focus on results. Supports improvement focus number two in the Section (2c)</li> </ul>
Strategy #2	<b>Strategy #2 Create a special education system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.</b>
Root Causes and Systemic Change	<p>This system will allow the essential cross collaboration of ADE-SEU's staff and consultants with other ADE personnel. The sharing of LEA information, data, and outcomes will allow the ADE to effectively leverage resources and increase the reach and impact of its work, which will increase the knowledge and skills of LEAs to implement evidence based services and supports for SWD. This</p>

	<p>system will support the areas of need listed below.</p> <p><b>Area of Need</b></p> <ul style="list-style-type: none"> <li>• Restructure ADE-SEUs online system that supports PD and TA for LEAs. Supports improvement focus number three in the Section (2c)</li> <li>• Establish, maintain, and increase coordinated and collaborative partnerships within the ADE. Supports improvement focus number one in the Section (2c)</li> <li>• Determine gaps between state expectations/standards and measure LEAs implementation fidelity of effectiveness and performance outcomes related to special education. Supports improvement focus number two in the Section (2c)</li> <li>• Align ADE-SEU grant consultant services to consistently train and coach LEA special education with general education staff to improve their skills and knowledge to meet and exceed operational standards and performance outcomes. Supports improvement focus number two in the Section (2c)</li> </ul>
Strategy #3	<p><b>In collaboration with other ADE Units, restructure Arkansas' Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.</b></p>
Root Causes and Systemic Change	<p>The restructuring of Arkansas' RTI Model will provide the framework to organize and assess LEAs academic and behavior services and supports. This strategy will provide the structure, systems, and essential components that will support implementation fidelity of strategies 4, 5, and 6. This will allow ADE to increase its ability to support LEAs capacity to implement evidence-based systems and practices and align effective resources to support differentiated and individualized, evidence based practices for all SWD. The RTI Model will support the areas of need listed below.</p> <p><b>Area of Need</b></p> <ul style="list-style-type: none"> <li>• Integrated approach to improving literacy and behavioral outcomes. Supports improvement focus number four in the Section (2c)</li> <li>• Established evidence-based PD/TA system at the state, regional or district level to support sustained implementation of RTI for literacy and behavior. Supports improvement focus number four in the Section (2c)</li> <li>• Consistent implementation of research-based RTI at the regional or district levels in Arkansas. Supports improvement focus number four in the Section (2c)</li> <li>• School level implementation and support, for evidence-based</li> </ul>



	<p>competencies in literacy and behavior instruction and supports. Supports improvement focus number four, five, and six in the Section (2c)</p> <ul style="list-style-type: none"> <li>• Effective, individualized, and differentiated instruction. Supports improvement focus number five and six in the Section (2c)</li> </ul>
Strategy #4	<b>As a part of the restructuring of RTI, design and implement evidence based literacy PD and TA for educators of students with disabilities in collaboration with other ADE Units.</b>
Root Causes and Systemic Change	<p>Designing and implementing evidence based literacy PD and TA will provide the literacy services and supports necessary to increase the knowledge and skills of LEAs to provide high quality, evidence based services and supports for SWD. It will also increase ADE's ability to support LEA capacity to implement evidence based literacy practices. The Literacy PD and TA will support the areas of need listed below.</p> <p><b>Areas of Need</b></p> <ul style="list-style-type: none"> <li>• Integrated approach to improving literacy and behavioral outcomes. Supports improvement focus number four in the Section (2c)</li> <li>• PD and TA in evidence-based literacy practices that focus on: <ul style="list-style-type: none"> <li>○ instructional practices,</li> <li>○ content, materials and curriculum used for instruction,</li> <li>○ the individual needs of SWD for consistent, individualized, and differentiated instruction, and</li> <li>○ the amount of time and method of scheduling literacy instruction.</li> </ul> </li> </ul> <p>Supports improvement focus number four and five in the Section (2c)</p>
Strategy #5	<b>As a part of the restructuring of RTI, design and implement evidence based behavior PD and TA for educators of students with disabilities in collaboration with other ADE Units.</b>
Root Causes and Systemic Change	<p>Designing and implementing evidence based behavior PD and TA will provide the behavior services and supports necessary to increase the knowledge and skills of LEAs to provide high quality, evidence based services and supports for SWD. It will also increase ADE's ability to support LEA capacity to implement evidence based behavioral practices. The Behavior PD and TA will support the areas of need listed below.</p> <p><b>Areas of Need</b></p> <ul style="list-style-type: none"> <li>• Integrated approach to improving literacy and behavioral outcomes. Supports improvement focus number four in the Section (2c)</li> <li>• Low performance is connected to the lack of instruction due to disciplinary removals. Supports root cause finding outlined in</li> </ul>

Data Section (1b)	
Strategy #6	<b>As a part of the restructuring of RTI, design and implement evidence based PD and TA that targets increasing the percentage of students educated within the general education environment.</b>
Root Causes and Systemic Change	<p>This strategy will provide the LRE services and supports necessary to increase the knowledge and skills of LEAs utilize the strategies that will increase the amount of time SWD spend in the general education classroom, support LEAs in scheduling literacy instruction and support teachers with a Co-teaching Model.</p> <p><b>Areas of Need</b></p> <ul style="list-style-type: none"> <li>• Low percentages of students educated within the general education classroom. Supports root cause finding outlined in Data Section (1b)</li> <li>• Low performance is connected to the lack of time in the general education environment. Supports improvement focus number six in the Section (2c)</li> </ul>

**4(d) A description of how the selection of coherent improvement strategies include the strategies, identified through the data and State infrastructure analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified measurable result(s) for children with disabilities.**

The ADE –SEU improvement strategies will address areas of need as evidenced in section 4(c) and build the capacity of the State, Educational Service Cooperatives, Districts and Schools.

The tiered monitoring system (Strategy 1) and the Special Education PD and TA system (Strategy 2) will provide the necessary structures for **how LEA services and support will be identified, managed, and differentiated** at the State-level. These systems will be critical in building state-level capacity through the alignment and coordination of existing resources and initiatives. The focus within these two strategies is more effective leveraging of resources to improve services for SWD and increasing the reach and impact of ADE’s work with LEAs.

The restructuring of Arkansas RTI model (Strategy 3) with a focus in literacy (Strategy 4), behavior (Strategy 5) and LRE (Strategy 6) is **what will be provided to LEAs**. The RTI Model will provide the framework to organize and assess LEAs academic and behavior services and supports. Based on LEA needs, high quality, evidence based PD and TA will be provided. The development of literacy, behavior, and LRE PD and TA will be critical to developing the capacity of ADE and ESC staff to support LEAs in these areas. The PD and TA will also help develop a statewide literacy and behavior system of supports for students with disabilities.

When developing, adapting, and disseminating PD and TA the ADE will utilize a clearly articulated system of evidence-based PD standards and practices that will support state, regional, and district level implementation of selected evidence-based practices. (Gulamhussein, A. (2013), Guskey, T.R. (2000). Trivette, et al. 2009). The system will provide a framework for

implementation from the state through regional and district levels, building upon stages of and drivers for implementation (Fixsen, et al., 2005; Fixsen et al., 2008). ADE will be braiding behavior and literacy evidence-based practices across and within a multi-tiered system of supports (Bohanon, H., Goodman, S., & McIntosh, 2009; McIntosh, Horner, & Sugai, 2009).

Subsequently, with attention to this research and related evidence-based practices, ADE will utilize the following design features with targeted SSIP LEAs:

- An emphasis on developing state, regional, and district implementation capacity;
- An emphasis on attending to organizational supports that are required at each level and making necessary adjustments at each level of the system;
- Developing partnerships across the system, among the state, regional and district levels;
- A focus on stages of implementation, rather than rigid training sequences;
- Developing communication feedback loops, where participants inform and impact the delivery of PD, supports and assistance; and
- Attention to the delivery of PD that emphasizes fidelity in adherence to standards and protocols.

These features will ensure that the State in partnership with ESCs, have the capacity to scale-up the improvement strategies across the State and meet the SIMR targets for the selected SSIP focused LEAs.

#### **4e. A description of stakeholder involvement in the selection of coherent improvement strategies.**

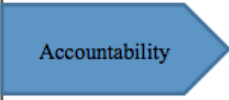
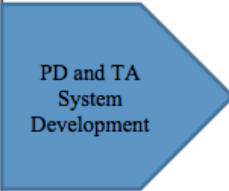
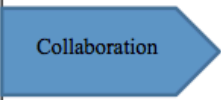
Multiple internal and external stakeholders were involved in the analysis of the States infrastructure and data, which lead first to the identification of areas of need and factors contributing to low performance and then to the identification of aligned improvement strategies. The SSIP has allowed the ADE-SEU to strengthen existing partnerships with internal and external groups involved in the education of SWD and as well as build new partnerships. Authentic stakeholder input supported the ADE-SEU in the identification of strategies. ADE-SEU will continue its stakeholder engagement into Phase II of the SSIP as a detailed implementation plan is developed for each strategy. For a summary of stakeholder engagement through Phase I. See the Stakeholder Participation Chart in the appendix on page 1.

## Component #5: Theory of Action

**5(a) A graphic illustration that shows the rationale of how implementing a coherent set of improvement strategies will increase the State’s capacity to lead to meaningful change in LEAs.**

The ADE-SEU has developed a Theory of Action that shows the rationale of how implementing a coherent set of improvement strategies will increase the State’s capacity to lead to meaningful change in LEAs.

### Exhibit I-17.5(a).1: Arkansas SSIP Theory of Action

<b>Vision: To provide an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeed in post-secondary education and careers.</b>				
<b>Strands of Action</b>	<b>If ADE</b>	<b>Then</b>	<b>Then</b>	<b>Then</b>
 <b>Accountability</b>	Redesigns a tiered state monitoring system that focuses on results with an emphasis on literacy and is aligned to other ADE monitoring systems (Strategy 1)	...LEAs will take ownership of their own programs, and use their data to build capacity for maintaining compliance and improving services for SWD	... LEAs will have the knowledge and skills necessary to provide high quality, evidence based services and supports for SWD by accessing resources, PD, and TA from the ADE	...All students with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes
 <b>PD and TA System Development</b>	Creates a special education system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data. (Strategy 2)	... ADE will leverage existing resources to improve services for SWD ... ADE will more effectively manage, coordinate, and disseminate State Level PD and TA ...LEAs will receive timely and responsive PD and TA differentiated to meet their needs		
 <b>Collaboration</b>	Collaborates across all ADE Units to restructure its Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy and education within the general education classroom (Strategies 3-6)	... ADE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence based practices for all SWD ... ADE will increase its ability to support LEAs capacity to implement evidence based systems and practices		

The rationale provided by the Arkansas Theory of Action highlights the logical connection of achievable state-level actions to consequent actions of the LEAs and ultimately to the intended outcome of improved results for SWD.

The Arkansas Theory of Action identifies three key strands of actions that ADE will take to impact outcomes for students with disabilities:

- **Accountability:** ADE will redesign its tiered State monitoring system to focus on results with an emphasis on literacy and alignment (Strategy 1)

- PD and TA Development and Dissemination: ADE will create a special education system of PD and TA that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data (Strategy 2)
- Collaboration: In collaboration with other ADE Units, ADE will restructure its Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy and LRE (Strategy 3, 4, 5, & 6)

In the graphic illustration of the Theory of Action, ADE-SEU highlights the relationship between six specific improvement strategies and their intended outcomes through a series of logical If... Then... statements. The illustration also uses If...Then... statements to describe and align state actions, consequent LEA actions, and the ultimate outcome of improved results for SWD. The Theory of Action provides an important framework for connecting State strands of actions to improvement strategies implemented at the State-level and LEA level to achieve the desired outcomes for SWDs.

**5(b) A description of how the graphic illustration shows the rationale of how implementing a coherent set of improvement strategies will lead to the achievement of improved results for children with disabilities.**

The Arkansas Theory of Action shows the rationale of how implementing a coherent set of improvement strategies will lead to the achievement of improved results for students with disabilities. More specifically, the implementation of the coherent improvement strategies will lead to improved results in the State SIMR. As displayed in Exhibit I-17.5(b).1, three Strands of Action are aligned with specific strategies. This coherent set of improvement strategies was developed to address root causes that were identified in the data and infrastructure analysis process and are directly related to the State’s SIMR of improving literacy achievement for SWD in grades 3-5.

The tiered monitoring system (Strategy 1) and the Special Education PD and TA system (Strategy 2) will provide the necessary structures for **how LEA services and supports will be identified, managed and differentiated at the State-level**. These systems will be critical in building state-level capacity through the alignment and coordination of existing resources and initiatives. The collaborative restructuring of Arkansas’ statewide RTI model (Strategy 3) with a focus in literacy, behavior, and LRE (Strategies 4, 5, and 6) addresses identified contributing factors of low literacy achievement and describes **what will be provided to LEAs**. The RTI Model will provide the framework to organize and assess LEA needs for services and support. Based on LEA needs, high quality, evidence based PD and TA will be provided.

**Exhibit I-17.5(b)1.**

Strand of Action	Coherent Improvement Strategies	Improved Results for Students with Disabilities
Accountability	Redesign a tiered state monitoring system that includes a focus on results with an emphasis on literacy and is aligned to	An increased emphasis on results will encourage improved outcomes for SWD, including improved literacy

	other ADE monitoring systems (Strategy 1).	achievement in grades 3-5.
PD and TA System Development	Create a special education system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data (Strategy 2)	LEAs will receive timely and responsive PD and TA differentiated to meet their needs in serving SWD, including the needs of SWD that are struggling in literacy in grades 3-5.
Collaboration	In collaboration with other ADE Units, restructure Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy and education within the general education classroom (Strategies 3-6).	Provides an overall structure and system for LEAs to implement research-based supports that target the root causes of low literacy achievement. This strategy will provide the PD and TA necessary to increase the knowledge and skills of LEAs, which directly supports outcomes identified in the SIMR and will lead to improved literacy achievement for SWD in grades 3-5.

**5(c) The State describes involvement of multiple internal and external stakeholders in development of the Theory of Action.**

ADE-SEU involved multiple internal and external stakeholders in development of the Theory of Action. In each of the meetings outlined below, stakeholders were presented with general information on role of the Theory of Action in connecting ADE and LEA actions to coherent strategies that improve student outcomes. Stakeholders were also encouraged to provide feedback and their comments were incorporated into further development of the Theory of Action.

- In April of 2014, ADE-SEU introduced the goals and purpose of the Theory of Action in a meeting with the State Special Education Advisory Council.
- In October of 2014, ADE-SEU met with several separate stakeholder groups to provide an overview of the goals and purpose of creating a Theory of Action. These stakeholder groups included the Arkansas Association of Educational Administrators Board, the Arkansas Association for Special Education Board, and ADE staff from several different units. In October of 2014, ADE-SEU also presented information on the development of a State Theory of Action at a statewide conference for district level special education administrators and other personnel. In each of these meetings, ADE-SEU gathered feedback on the development of the Arkansas Theory of Action.
- January of 2015, the State Special Education Advisory Council (Advisory Council) participated in a meeting where they reviewed the purpose of the Theory of Action and provided feedback on a draft version of ADE's Theory of Action.

- In February and March of 2015, ADE-SEU presented the Theory of Action to the Arkansas Association of Special Education Administrators Board and ADE personnel and made revisions incorporating all stakeholder feedback to date.

## **SSIP APPENDIX**

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# Stakeholder Participation Chart

Theory of Action

Coherent Improvement  
Strategies

Broad State-identified Measurable  
Result (SIMR) Focus

Final SIMR Focus

Broad Infrastructure Analysis

In-depth Infrastructure Analysis

Broad Data Analysis

In-depth Data Analysis

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar

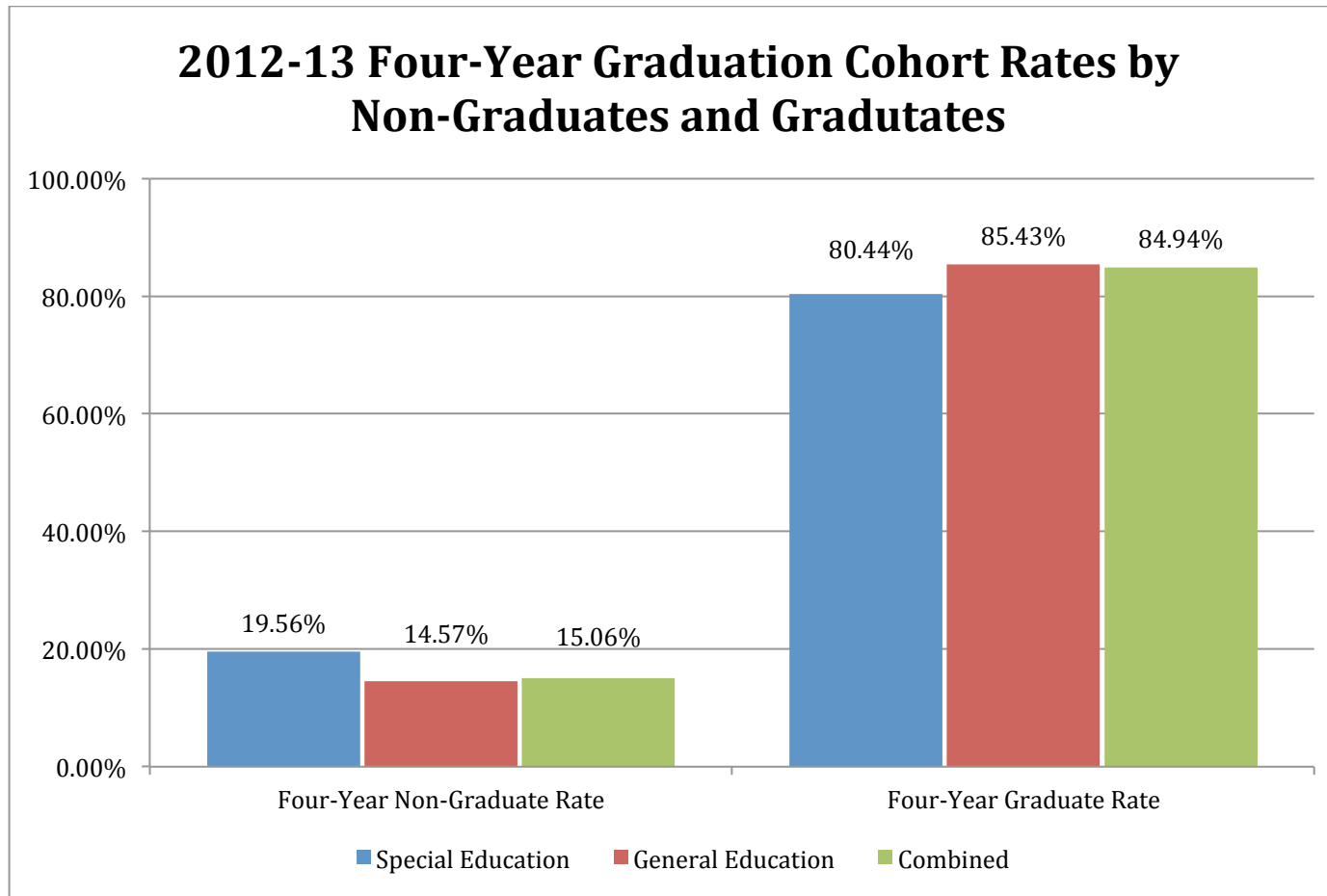
1- 23-14 Overview of indicators, SSIP and potential areas of need  
4-24-14 Broad data analysis and future data needs  
7-31-14 Broad data and infrastructure analysis for graduation rate, literacy and math achievement, broad SIMR identification  
10-30-14 In-depth literacy data and infrastructure analysis  
1-29-15 In-depth literacy data analysis , SIMR, improvement strategies, and Theory of Action

12-5-14 Statewide  
dissemination of literacy  
data and infrastructure  
survey for parents

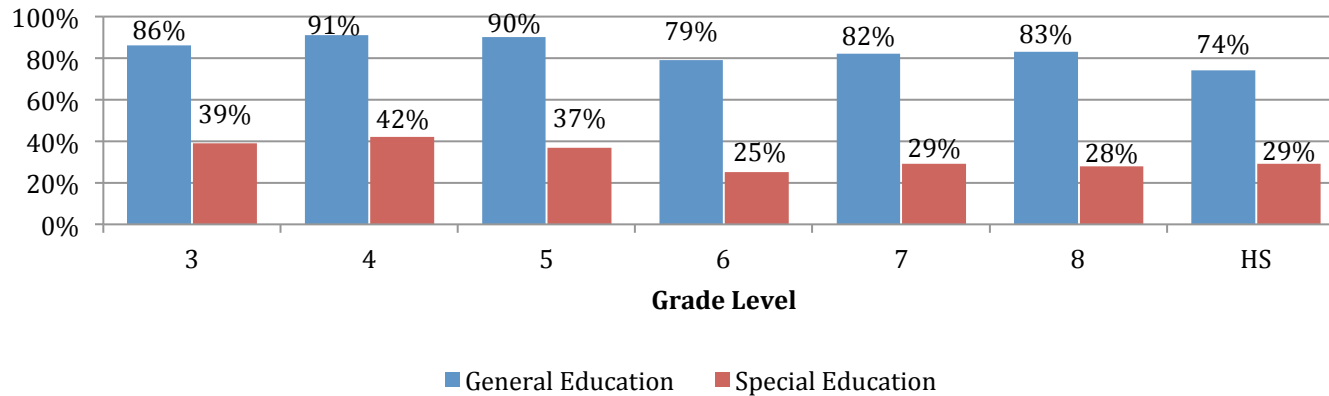
8-19-14 Overview of SSIP for Arkansas Association for Educational Administrators (AAEA) President  
9-24-15 Overview of SSIP for AAEA Board  
9-30-14 SSIP in-depth literacy data and infrastructure analysis with Arkansas Association for Special  
Educational Administrators (AASEA) Board  
10-20-14 In-depth literacy data and infrastructure analysis with special education administrators  
10-31-14 In-depth literacy data and infrastructure analysis for ADE Federal Programs Advisory Council  
11-15-14 Statewide dissemination of literacy data and infrastructure survey for teachers  
2-19-15 Analysis of in-depth SiMR, improvement strategies and Theory of Action with AASEA

2-7-14 Overview of SSIP for Special Education Unit (SEU) staff  
8-13-14 Broad data and infrastructure analysis with SEU staff  
9-30-14 Overview of SSIP, in-depth literacy data and infrastructure analysis, and broad SIMR with ADE personnel from multiple units  
10-1-14 In-depth literacy data analysis with SEU staff and ADE personnel  
11-5-14 In-depth infrastructure analysis with SEU staff and ADE personnel  
12-3-14 Development of SSIP improvement strategies with SEU staff and ADE personnel  
2-4-15 Discussion of SSIP in-depth SIMR and improvement strategies  
3-11-15 Discussion of SIMR, improvements strategies and Theory of Action with SEU staff and ADE personnel

**Arkansas Special Education State Advisory Council  
State Systemic Improvement Plan Data Analysis  
July 31, 2014**



## Literacy Statewide Assessment 2012-13 Percent Proficient



### Statewide Percentage of Students Proficient and Non-Proficient by Test Type and Grade Level in Literacy

Statewide	Student Participation	Performance Level	3rd	4th	5th	6th	7th	8th	9th - 12th
General Education	Without Accommodations	Non-Proficient	14%	9%	10%	21%	18%	17%	26%
		Proficient	86%	91%	90%	79%	82%	83%	74%
Special Education	Alternate Portfolio	Non-Proficient	25%	28%	27%	30%	36%	36%	16%
		Proficient	75%	72%	73%	70%	64%	64%	84%
	With Accommodations	Non-Proficient	79%	71%	75%	86%	79%	81%	90%
		Proficient	21%	29%	25%	14%	21%	19%	10%
	Without Accommodations	Non-Proficient	37%	30%	34%	63%	62%	64%	83%
		Proficient	63%	70%	66%	37%	38%	36%	17%

**Percent of Students Proficient by Grade Level in Literacy  
by Congressional District**

Congressional District	Student Sub-Population	3rd	4th	5th	6th	7th	8th	9-12th
One	General Education	86%	91%	89%	79%	80%	83%	72%
	Special Education	35%	40%	36%	21%	23%	22%	29%
Two	General Education	85%	90%	90%	76%	80%	81%	75%
	Special Education	39%	42%	36%	24%	29%	29%	26%
Three	General Education	89%	93%	93%	86%	89%	88%	80%
	Special Education	72%	74%	78%	55%	51%	54%	35%
Four	General Education	84%	90%	89%	77%	80%	82%	71%
	Special Education	35%	38%	32%	22%	22%	21%	28%

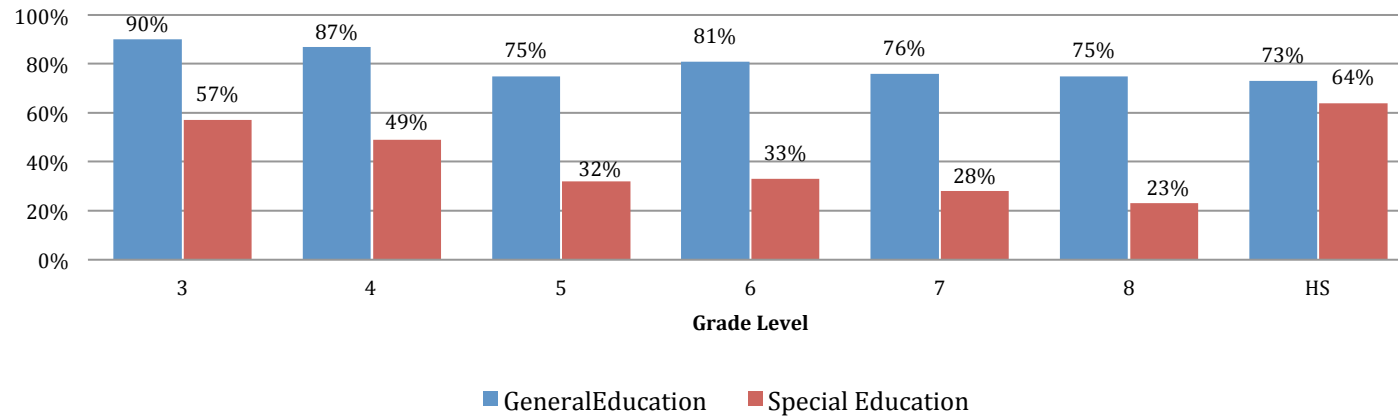
**Percent of Students with Disabilities Proficient in Literacy by  
Grade Level at the Educational Cooperatives**

Educational Cooperative	3rd (%)	4th (%)	5th (%)	6th (%)	7th (%)	8th (%)	9-12th (%)	Priority Schools	Focus Schools	Achieving/ Exemplary Schools
Northwest	46%	51%	45%	34%	44%	42%	35%	1	7	30
OUR	45%	43%	36%	19%	30%	28%	28%	0	2	6
Northeast	35%	37%	36%	20%	19%	22%	21%	0	0	0
North Central	50%	52%	41%	30%	26%	22%	42%	0	0	9
Crowley's Ridge	32%	46%	34%	20%	23%	20%	30%	5	8	13
Wilbur Mills	32%	36%	40%	29%	33%	38%	31%	1	3	7
Arch Ford	48%	47%	41%	35%	35%	35%	30%	0	0	9
Western	40%	40%	38%	24%	30%	29%	34%	2	4	16
DeQueen Mena	38%	40%	29%	18%	18%	18%	24%	0	7	9
Southwest	30%	37%	26%	14%	19%	26%	21%	0	2	10
Southeast	24%	30%	26%	19%	19%	10%	25%	3	7	0
South Central	37%	40%	34%	25%	15%	10%	39%	2	15	3
Dawson	45%	44%	42%	27%	30%	28%	29%	1	4	9
Arkansas River	29%	27%	24%	22%	21%	20%	31%	8	3	5
Great Rivers	28%	37%	32%	16%	16%	21%	25%	8	10	8
Tri- District	32%	36%	32%	14%	18%	19%	19%	10	18	14

## Percent of Students Proficient in Literacy by Grade Level at the Educational Cooperatives

Educational Cooperative	Student Sub-Population	3rd (%)	4th (%)	5th (%)	6th (%)	7th (%)	8th (%)	9-12th (%)	Priority Schools	Focus Schools	Achieving/ Exemplary Schools
Northwest	General Ed	88%	92%	92%	86%	89%	89%	81%	1	7	30
	Special Ed	46%	51%	45%	34%	44%	42%	35%			
OUR	General Ed	92%	93%	95%	87%	90%	91%	81%	0	2	6
	Special Ed	45%	43%	36%	19%	30%	28%	28%			
Northeast	General Ed	86%	89%	90%	81%	84%	83%	76%	0	0	0
	Special Ed	35%	37%	36%	20%	19%	22%	21%			
North Central	General Ed	89%	92%	93%	86%	86%	89%	82%	0	0	9
	Special Ed	50%	52%	41%	30%	26%	22%	42%			
Crowley's Ridge	General Ed	86%	92%	90%	78%	80%	82%	72%	5	8	13
	Special Ed	32%	46%	34%	20%	23%	20%	30%			
Wilbur Mills	General Ed	89%	94%	94%	87%	85%	88%	78%	1	3	7
	Special Ed	32%	36%	40%	29%	33%	38%	31%			
Arch Ford	General Ed	91%	95%	94%	84%	89%	86%	80%	0	0	9
	Special Ed	48%	47%	41%	35%	35%	35%	30%			
Western	General Ed	84%	91%	92%	84%	83%	84%	76%	2	4	16
	Special Ed	40%	40%	38%	24%	30%	29%	34%			
DeQueen Mena	General Ed	89%	94%	93%	83%	82%	85%	71%	0	7	9
	Special Ed	38%	40%	29%	18%	18%	18%	24%			
Southwest	General Ed	83%	88%	85%	67%	77%	75%	62%	0	2	10
	Special Ed	30%	37%	26%	14%	19%	26%	21%			
Southeast	General Ed	83%	85%	86%	73%	77%	77%	67%	3	7	0
	Special Ed	24%	30%	26%	19%	19%	10%	25%			
South Central	General Ed	77%	86%	86%	73%	74%	81%	69%	2	15	3
	Special Ed	37%	40%	34%	25%	15%	10%	39%			
Dawson	General Ed	90%	94%	94%	83%	86%	85%	78%	1	4	9
	Special Ed	45%	44%	42%	27%	30%	28%	29%			
Arkansas River	General Ed	81%	85%	82%	70%	71%	77%	63%	8	3	5
	Special Ed	29%	27%	24%	22%	21%	20%	31%			
Great Rivers	General Ed	77%	85%	78%	66%	68%	72%	51%	8	10	8
	Special Ed	28%	37%	32%	16%	16%	21%	25%			
Tri- District	General Ed	79%	85%	86%	62%	70%	72%	67%	10	18	14
	Special Ed	32%	36%	32%	14%	18%	19%	19%			

### Mathematics Statewide Assessment 2012-13 Percent Proficient



### Statewide Percentage of Students Proficient and Non-Proficient by Test Type and Grade Level in Math

Statewide	Student Participation	Performance Level	3rd	4th	5th	6th	7th	8th	9th - 12th
General Education	Without Accommodations	Non-Proficient	10%	13%	25%	19%	24%	25%	27%
		Proficient	90%	87%	75%	81%	76%	75%	73%
Special Education	Alternate Portfolio	Non-Proficient	13%	19%	23%	33%	34%	41%	7%
		Proficient	87%	81%	77%	67%	66%	59%	93%
	With Accommodations	Non-Proficient	57%	62%	79%	75%	80%	86%	58%
		Proficient	43%	38%	21%	25%	20%	14%	42%
	Without Accommodations	Non-Proficient	25%	33%	52%	55%	64%	71%	66%
		Proficient	75%	67%	48%	45%	36%	29%	34%

## Percent of Students Proficient by Grade Level in Math by Congressional District

Congressional District	Student Sub-Population	3rd	4th	5th	6th	7th	8th	9-12th
One	General Education	91%	87%	73%	81%	74%	75%	73%
	Special Education	55%	46%	30%	28%	22%	17%	68%
Two	General Education	88%	86%	73%	76%	74%	73%	69%
	Special Education	56%	47%	29%	31%	28%	24%	63%
Three	General Education	93%	90%	81%	87%	81%	80%	80%
	Special Education	65%	59%	39%	45%	39%	31%	66%
Four	General Education	90%	86%	74%	79%	74%	74%	69%
	Special Education	53%	41%	30%	30%	24%	18%	59%

## Percent of Students with Disabilities Proficient in Math by Grade Level at the Educational Cooperatives

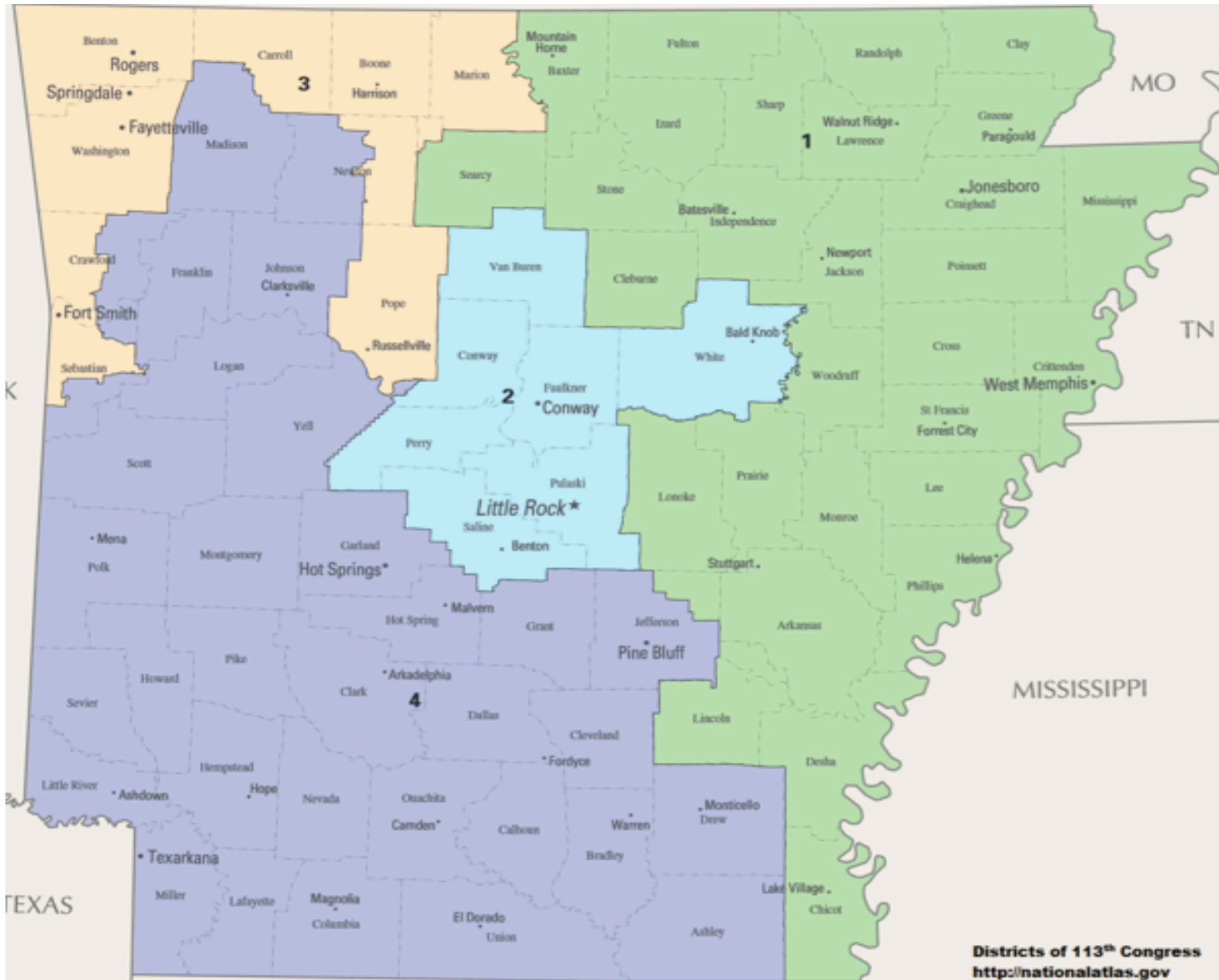
Educational Cooperative	3rd (%)	4th (%)	5th (%)	6th (%)	7th (%)	8th (%)	9-12th (%)	Priority Schools	Focus Schools	Achieving/ Exemplary Schools
Northwest	65%	61%	42%	46%	42%	35%	73%	1	7	30
OUR	64%	56%	31%	27%	30%	23%	69%	0	2	6
Northeast	59%	49%	35%	31%	25%	18%	80%	0	0	0
North Central	74%	53%	36%	36%	27%	17%	72%	0	0	9
Crowley's Ridge	48%	50%	28%	26%	22%	18%	71%	5	8	13
Wilbur Mills	55%	48%	33%	37%	25%	23%	72%	1	3	7
Arch Ford	68%	53%	35%	45%	34%	30%	71%	0	0	9
Western	60%	47%	33%	41%	33%	25%	48%	2	14	16
DeQueen Mena	62%	37%	35%	23%	29%	14%	76%	0	7	9
Southwest	46%	43%	22%	26%	25%	22%	33%	0	2	10
Southeast	45%	35%	27%	19%	16%	9%	61%	3	7	0
South Central	51%	40%	28%	26%	18%	11%	69%	2	15	13
Dawson	59%	52%	36%	35%	27%	23%	66%	1	4	9
Arkansas River	43%	31%	22%	24%	26%	17%	60%	8	3	5
Great Rivers	42%	38%	22%	21%	18%	16%	55%	8	10	8
Tri- District	45%	37%	23%	16%	18%	15%	53%	10	18	14



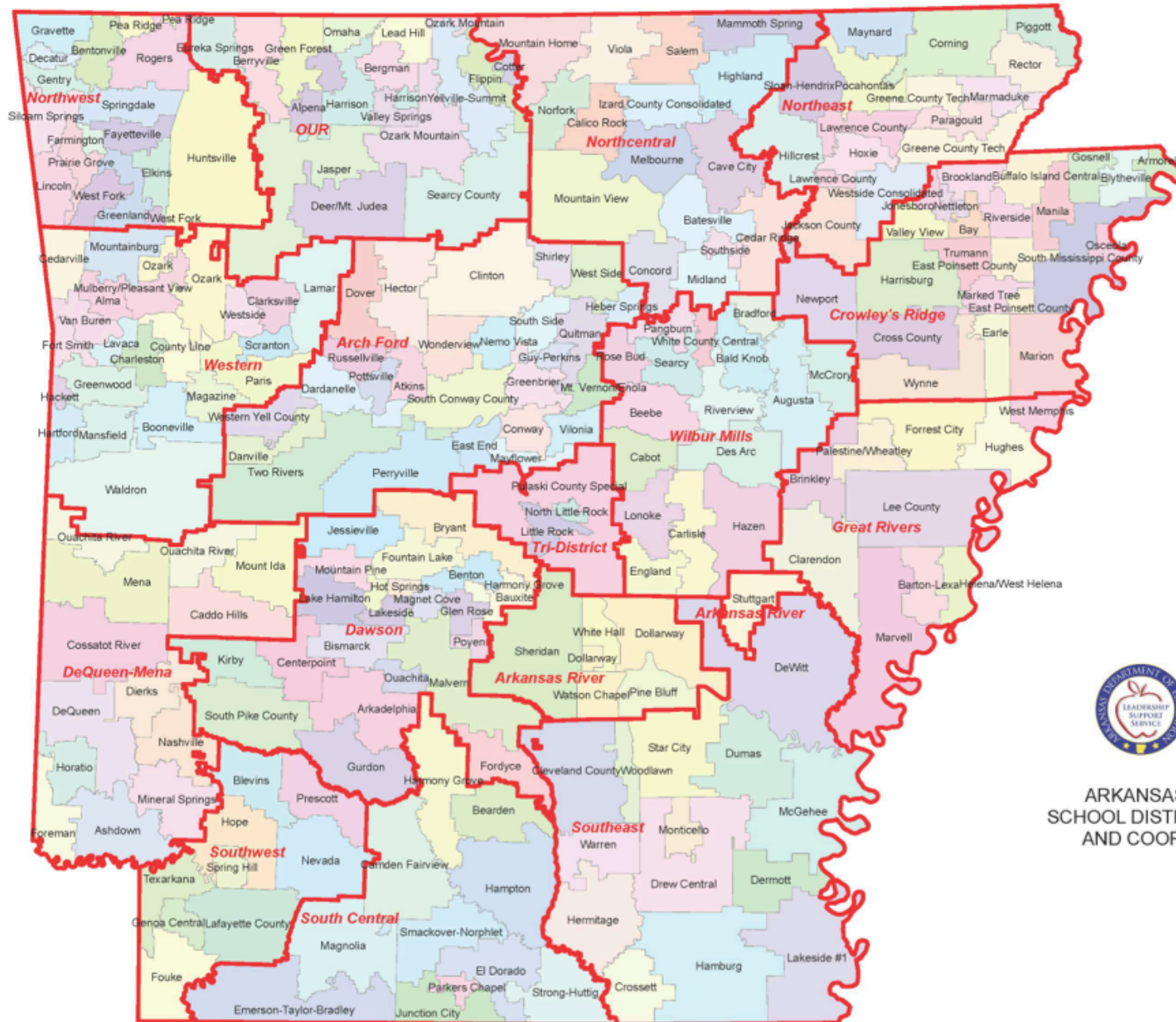
## Percent of Students Proficient in Math by Grade Level at the Educational Cooperatives

Educational Cooperative	Student Sub-Population	3rd (%)	4th (%)	5th (%)	6th (%)	7th (%)	8th (%)	9-12th (%)	Priority Schools	Focus Schools	Achieving/ Exemplary Schools
Northwest	General Ed	94%	91%	82%	88%	82%	81%	82%	1	7	30
	Special Ed	65%	61%	42%	46%	42%	35%	73%			
OUR	General Ed	94%	92%	84%	86%	84%	83%	81%	0	2	6
	Special Ed	64%	56%	31%	27%	30%	23%	69%			
Northeast	General Ed	93%	87%	75%	84%	75%	80%	78%	0	0	0
	Special Ed	59%	49%	35%	31%	25%	18%	80%			
North Central	General Ed	95%	91%	81%	86%	81%	78%	80%	0	0	9
	Special Ed	74%	53%	36%	36%	27%	17%	72%			
Crowley's Ridge	General Ed	90%	86%	72%	81%	75%	75%	70%	5	8	13
	Special Ed	48%	50%	28%	26%	22%	18%	71%			
Wilbur Mills	General Ed	92%	91%	78%	87%	76%	79%	81%	1	3	7
	Special Ed	55%	48%	33%	37%	25%	23%	72%			
Arch Ford	General Ed	94%	92%	81%	86%	81%	82%	81%	0	0	9
	Special Ed	68%	53%	35%	45%	34%	30%	71%			
Western	General Ed	89%	88%	77%	85%	77%	76%	77%	2	4	16
	Special Ed	60%	47%	33%	41%	33%	25%	48%			
DeQueen Mena	General Ed	93%	91%	87%	85%	72%	77%	76%	0	7	9
	Special Ed	62%	37%	35%	23%	29%	14%	76%			
Southwest	General Ed	87%	84%	66%	71%	68%	67%	59%	0	2	10
	Special Ed	46%	43%	22%	26%	25%	22%	33%			
Southeast	General Ed	89%	82%	66%	74%	72%	67%	63%	3	7	0
	Special Ed	45%	35%	27%	19%	16%	9%	61%			
South Central	General Ed	85%	80%	71%	74%	67%	70%	63%	2	15	3
	Special Ed	51%	40%	28%	26%	18%	11%	69%			
Dawson	General Ed	94%	91%	82%	85%	81%	83%	80%	1	4	9
	Sped	59%	52%	36%	35%	27%	23%	66%			
Arkansas River	General Ed	85%	79%	60%	71%	67%	66%	56%	8	3	5
	Special Ed	43%	31%	22%	24%	26%	17%	60%			
Great Rivers	General Ed	85%	82%	52%	68%	60%	62%	55%	8	10	8
	Special Ed	42%	38%	22%	21%	18%	16%	55%			
Tri- District	General Ed	83%	79%	64%	62%	62%	61%	55%	10	18	14
	Special Ed	45%	37%	23%	16%	18%	15%	53%			

# Arkansas Congressional Districts



# Arkansas Educational Cooperatives



ARKANSAS  
SCHOOL DISTRICTS  
AND COOPS

## **Stakeholder Participation Chart for SSIP Phase I**

### **Special Education Advisory Council**

The Arkansas Special Education Advisory Council (Advisory Council) includes members with the following roles: Parents, Career & Technical Education representative, Juvenile/Adult Corrections representative, Arkansas Rehabilitation Services Representatives, LEA Special Education Supervisors, Individuals with Disabilities, Advocates, Higher Education representative, McKinney-Veto (homeless students) representative, Community Parent and Resource Center representative, and a District Superintendent.

### **Parent Stakeholder Groups**

The Parent Training and Information Center (PTI) /Arkansas Disability Coalition (ADC) serves families of children with disabilities, individuals with disabilities, and the educational, health and community-based services across the state. Parent educators (schools/education) and regional coordinators (health-related) are located throughout the state to provide a more local presence and better meet specific needs. The board of directors consists of up to 15 members, who are made up of individuals with disabilities, professionals dedicated to serving Arkansas families, and parents of children with disabilities aged birth to 26.

The Community Parent Resource Center (CPRC) serves families of children with disabilities ages birth through 26. It serves four counties, Benton, Carroll, Madison, and Washington. The CPRC, while advocating for children in special education, specifically emphasizes training and information for all families, including: foster families, parents who are working to reunite with their children, and the parents of young people in the juvenile justice system. In addition, the CPRC targets professionals working with these three groups.

#### SSIP Parent Panel

Panel of parents of SWD selected by parent advocacy groups and the AASEA board to provide feedback on SSIP Phase I development.

### **Teachers Stakeholder Group**

#### SSIP Teacher Panel

A group of over 120 special education and general education teachers identified by

special education LEA administrators to provide input on the Phase I development of the SSIP.

## **State Education Associations**

### Arkansas Association of Education Administrators (AAEA)

The AAEA is an umbrella association with twelve constituent educational administrator organizations (e.g. Arkansas Association of Special Education Administrators, Arkansas Association of Curriculum & Instruction Administrators, Arkansas Association of Elementary School Principals, etc.). Its goal is seeking continual improvement in the quality of education and educational leadership in Arkansas. To this end, AAEA has committed itself to supporting school leaders through legislative representation, advocacy and professional learning opportunities. The AAEA Board is composed of 12 LEA administrators from across the state that represents each of the constituent organizations.

### Arkansas Association of Special Education Administrators (AASEA)

A professional education association open to persons engaged in any phase of special education administration or supervision, including those serving public or private educational institutions. The AASEA is a constituency group of the AAEA and is led by a board of directors composed of 23 LEA special education supervisors.

## **LEA Administrator Stakeholder Groups**

### LEA Special Education Administrators

There are over 250 LEA Special Education Supervisors in Arkansas. LEA Special Education Supervisors represent all areas of the state and are responsible for overseeing that the provisions of IDEA are met at the local level, as well as working with teachers, parents, and other administrative staff to improve outcomes for students.

## **Internal ADE Stakeholder Groups**

### ADE Special Education Unit

The Arkansas Department of Education (ADE), Special Education Unit, works in collaboration with local school districts to provide special education services for students with disabilities (ages 3 to 21) in an effort to ensure that all special education students in Arkansas receive a Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA). Additional responsibilities include the oversight of statewide compliance with all federal and state special education laws and regulations, development of programs and services, management of federally required data reporting and analysis, and administration of state and local special education budgets. Personnel in the ADE Special Education unit work within 6 sections: Data and Research, Dispute Resolution, Funding and Finance, Monitoring and Program Effectiveness, and State Program Development.

### Other ADE Units

The Directors and personnel of the following ADE Units participated in the development of the Phase I SSIP: ADE Professional Development Unit, ADE Curriculum and Instruction, ADE Federal Programs Unit, ADE School Health Services Unit, ADE Assessment Unit, ADE Public School Accountability Division, and ADE School Improvement Unit

### ADE-SEU Consultant Groups

Multiple ADE-SEU consultant groups provide PD that directly supports educators that serve SWD. The consultant groups assist in meeting the challenges of providing 21st century special education services. Representatives from the following Consultant Groups participated in the development of the Phase I SSIP: behavior support specialists, education services for the visually impaired, transition services, Co-teaching Project, traumatic brain injury services, speech-language pathology services, Deaf-blindness Project, State Personnel Development Grant, Easter Seals Outreach, Technology and Curriculum Access Center, and the education audiology resources for schools.

### **Arkansas Education Service Cooperatives (ESCs)**

The ESCs are 15 regional service centers that support LEAs in (1) meeting or exceeding State Standards and equalizing education opportunities; (2) more effectively using educational resources through cooperation among school districts; and (3) promoting coordination between school districts and the ADE. Representatives from ESCs participated in the development of the Phase I SSIP.

<b>Stakeholder Representation in SSIP Phase I Development</b>	
<b>Stakeholder Representation of:</b>	<b>Provided by:</b>
Local Educational Agencies (LEAs)	Arkansas Association of Education Administrators (AAEA), Arkansas Association of Special Education Administrators (AASEA), Special Education LEA Supervisors, SSIP Teacher Panel, SSIP Parent Panel, Advisory Council members
State Advisory Panel	Arkansas Special Education Advisory Council

Parents of children with disabilities and parent advocacy groups	Parents serving on the Advisory Council, SSIP Parent Panel, Parent Training and Information Center (PTI), Community Parent Resource Center (CPRC), Additional advocacy groups identified by parents serving on the Advisory Council
Teachers	SSIP Teacher Panel
State and local agencies that pay for, provide, or collaborate on IDEA services and issues	Advisory Council members, ADE-SEU Consultant Groups, ADE Special Education Unit, other ADE Units, Arkansas Education Service Cooperatives (ESCs)
Stakeholders with expertise on the issues to be discussed for the SSIP	Advisory Council members, ADE Special Education Unit, other ADE Units, ADE-SEU Consultant Groups, Arkansas Education Service Cooperatives (ESCs), parents, teachers

## Key Infrastructure Question

The Stakeholder questions asked at face-to-face meetings or on surveys are outlined below.

### Advisory Council

- Why do you think SWD in Arkansas are performing at lower proficiency levels than students without disabilities?
- What technical assistance and professional development supports do districts need in order to increase literacy achievement for SWD?
- What supports do schools need to provide quality instruction in reading, language arts, and literacy?
- What supports do teachers need to provide quality instruction in reading, language arts, and literacy?
- What practices, supports and services do SWD need to be proficient in literacy?
- What supports do parents need to be engaged in their child's school and support him/her in reading?
- What practices, programs, services are producing improved outcomes in reading, language arts, literacy proficiency in SWD?

### Arkansas Department of Education Personnel

- In what ways does the State system support local systems in their efforts to implement evidenced-based strategies?
- What issues or circumstances are seen as disadvantages to the State's ability to build capacity at the local system's level?
- What strategies are in place to foster collaboration and communication amongst and between State divisions and units?
- What are potential obstacles with regard to maintaining partnerships and collaborative communication among and between State divisions and units?
- What are barriers within the current Statewide system that may be contributing to low performance of students with disabilities?

### Special Education Administrators and State Education Associations

- What barriers can you identify that are impacting the delivery of high quality literacy instruction (teacher licensure, teacher mobility, etc.)?
- What practices, supports and/or services do students with disabilities need to be proficient in literacy?
- What supports do teachers need to provide quality instruction in literacy?
- What practices, programs, and/or services are you familiar with that target improved outcomes in literacy proficiency in SWD?
- How can the state support districts and schools in improving literacy proficiency for students with disabilities?
- What systematic, state-level actions would assist local districts in their efforts to improve outcomes for students with disabilities?



### Special and General Education Teachers

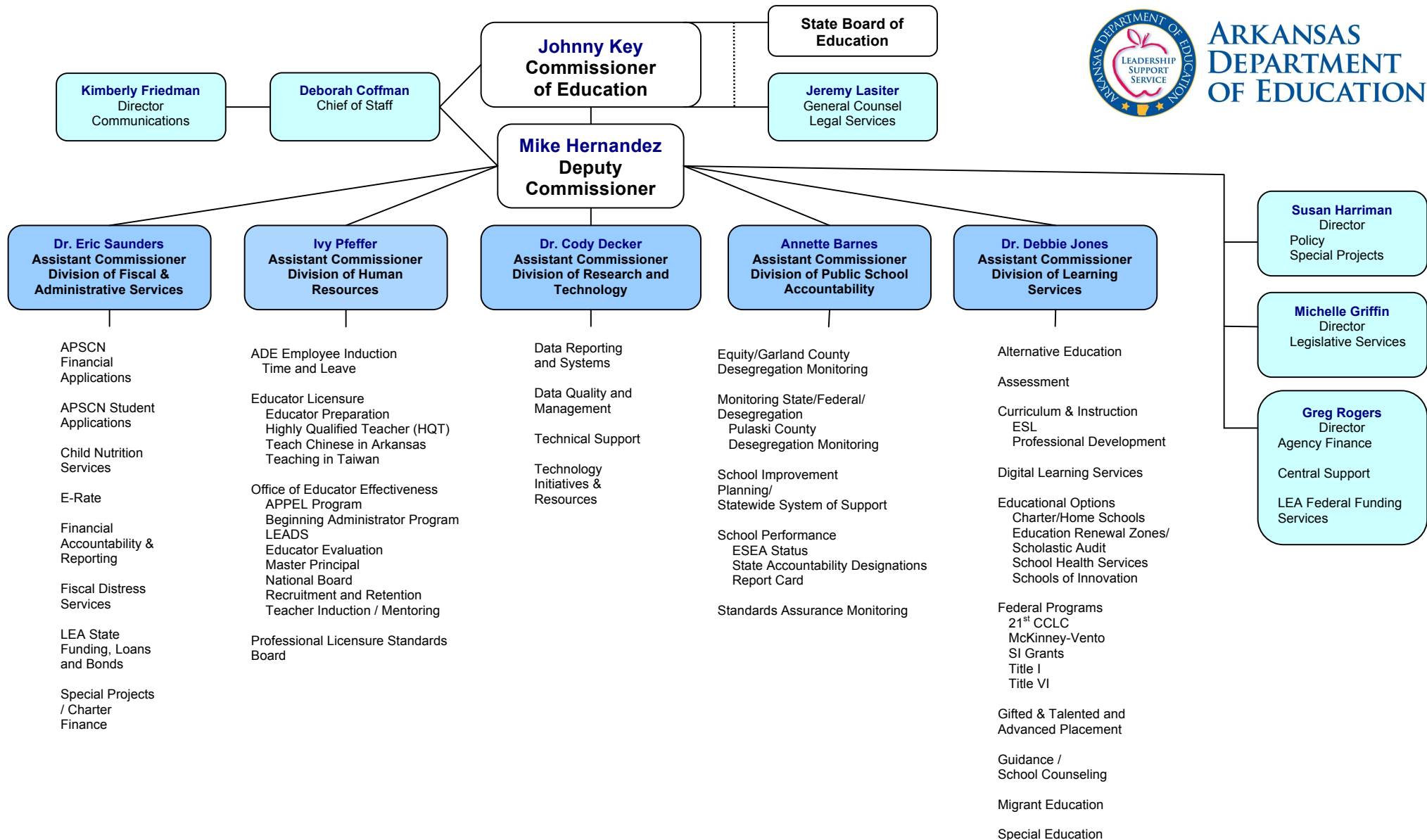
- What practices, supports and/or services do students with disabilities need to be proficient in literacy?
- What supports do teachers need to provide quality instruction in literacy?
- What barriers can you identify that are impacting the delivery of high quality literacy instruction?
- What factors do you feel are contributing to low performance in literacy for students with disabilities?

### Parents of Children with Disabilities and Parent Advocacy Groups

- Does your child's IEP include services to support reading achievement? If so, what type of services or supports has your child received to help improve his/her reading skills? Do you feel these service or supports were helpful to your child? Are there other types of supports or services that you feel would help improve your child's reading skills?
- What types of supports or services do you feel are the most important for reading achievement?
- What, if any, are some of the barriers your child has faced in improving his/her literacy skills?
- What factors do you feel may be contributing to low performance in reading for students with disabilities?



# ARKANSAS DEPARTMENT OF EDUCATION



<b>ADE</b>	Arkansas Department of Education
<b>APPEL</b>	Arkansas Professional Pathway to Educator Licensure
<b>APSCN</b>	Arkansas Public School Computer Network
<b>CCLC</b>	Century Community Learning Centers
<b>ESEA</b>	Elementary Secondary Education Act
<b>LEA</b>	Local Educational Agency
<b>LEADS</b>	Leader Excellence and Development System

# ADE – Special Education Unit Professional Development and Technical Assistance Resources

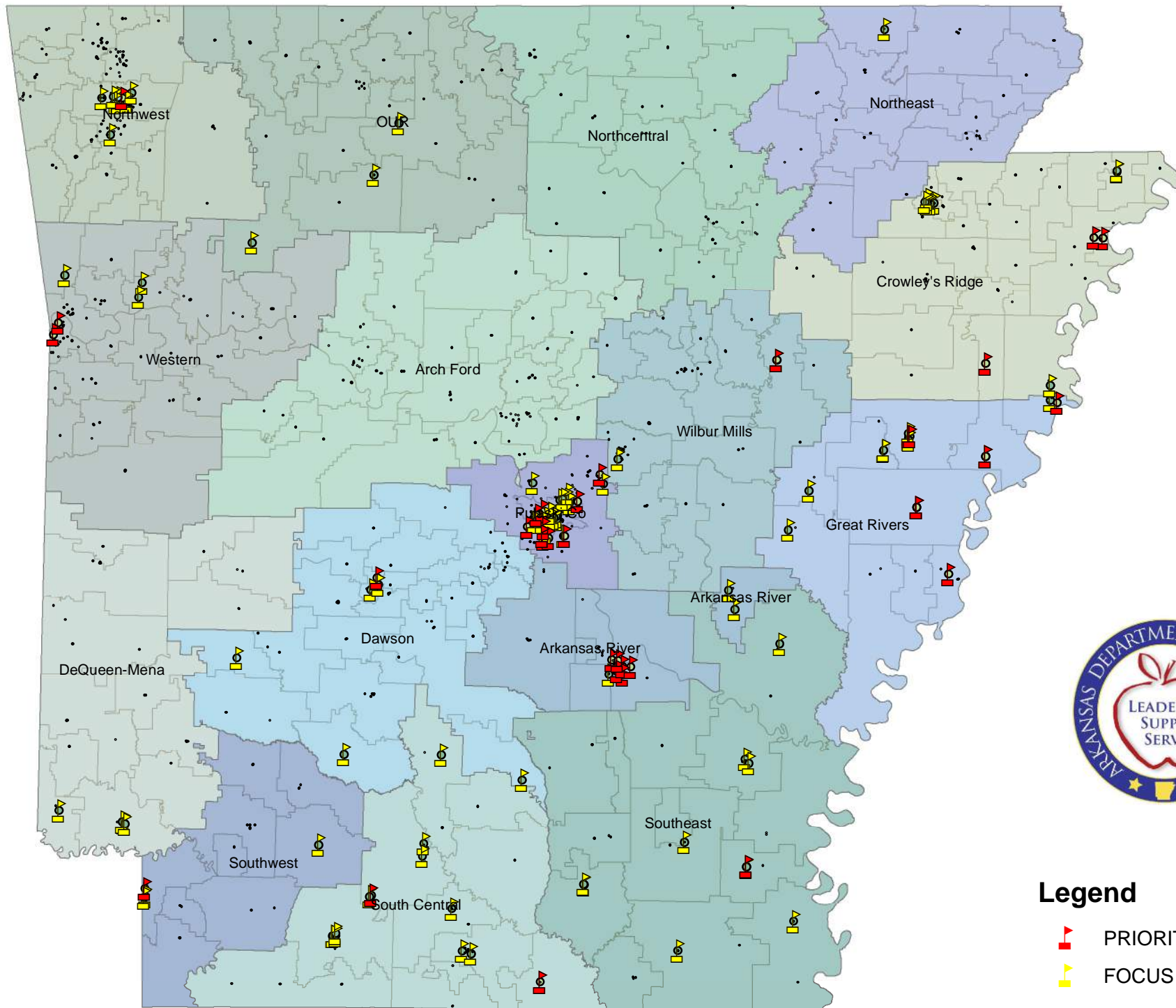
[arksped.k12.ar.us](http://arksped.k12.ar.us)

Resource	Description	Contact Person/Website Link
<b>CIRCUIT</b>	CIRCUIT is a clearinghouse for referrals made for individual students for specific services in the areas of special education identification, assistive technology, behavioral services, vision services, augmentative communication, and other programming needs. CIRCUIT staff connect people making referrals with the appropriate consultant to address student needs.	<a href="http://arksped.k12.ar.us/sections/CIRCUIT.html">arksped.k12.ar.us/sections/CIRCUIT.html</a>
<b>AR Learn</b>	AR Learn provides lists of trainings offered statewide to help general and special educators become more effective in working with students with disabilities. The site enables users to register for the professional development opportunities.	<a href="http://www.arlearn.org">www.arlearn.org</a>
<b>Behavior Support Specialists (BSS)</b>	The BSS group provides: individual student assistance, including assistance with behavior plan development and programming; and assistance with classroom/building/district level program development to meet the social/behavioral needs of students with disabilities.	Jennifer Gonzales jennifer.gonzales@arkansas.gov  <a href="https://arksped.k12.ar.us/TechnicalAssistance/default.html">https://arksped.k12.ar.us/TechnicalAssistance/default.html</a>
<b>Education Services for the Visually Impaired (ESVI)</b>	ESVI consultants provide: recommendations for adaptations and modifications to enhance the student's opportunities for learning; assessment, instruction, and consultation in the use of recommended low vision devices, adaptive mobility devices and canes; recommendations for large print or Braille books; recommendations for assistive equipment and materials; and assistance as needed with required Functional Vision Assessments and Learning Media Assessments.	AngylN Young angylN.Young@arkansas.gov  <a href="http://esvi.org">esvi.org</a>
<b>AR Transition Services (ATS)</b>	Transition consultants assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. They provide technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel.	Bonnie Boaz bonnie.Boaz@arkansas.gov  <a href="http://www.arkansastransition.com">www.arkansastransition.com</a>
<b>AR Co-Teaching Project</b>	The Arkansas Co-Teaching Project provides support to schools interested in implementing a new co-teaching program or improving an existing one. Support is provided through comprehensive training, technical assistance, and informational resources.	Rose Merry Kirkpatrick roseMerry.Kirkpatrick@arkansas.gov <a href="http://arcoteaching.com/">http://arcoteaching.com/</a>

<b>Traumatic Brain Injury (TBI) Services</b>	TBI Services include: consulting with school districts on intervention strategies that assist schools in managing student behavior; enhancing academic achievement of low performing students; assessment and identification of students potentially in need of special education services; and providing staff development to school faculty and administrators regarding TBI.	Aleecia Starkey <a href="mailto:aleecia.starkey@arkansas.gov">aleecia.starkey@arkansas.gov</a>
<b>Speech-Language Pathology Services</b>	Speech-Language services include: consultation and technical assistance to individuals and districts on a variety of communication, regulatory, and service delivery issues; professional education information in the form of training, self-study materials, and announcements; and a resource and equipment loan program which includes professional texts, assessment tools, self-study materials, and auditory trainers.	Shelly Wier Shelly.Wier@arkansas.gov  <a href="http://www.arcommunicationboard.com/">http://www.arcommunicationboard.com/</a>
<b>Medicaid in the Schools (MITS)</b>	Medicaid in the Schools services include training, technical assistance, support for electronic billing, program management, policy and program development, initiation/development of new revenue streams, and collection/management/and analysis of data.	Jeanie Donaldson Jeanie.Donaldson@arkansas.gov  <a href="http://www.arimits.org">www.arimits.org</a>
<b>Children and Youth with Sensory Impairments (CAYSI)</b>	CAYSI is a federally funded program serving individuals from birth to age 21 who are deaf/blind or who are at risk for deaf/blind. CAYSI consultants provide training, technical assistance and information to families, educators and others who work with these individuals. CAYSI supports the philosophy of inclusion of the individual with deaf/blindness in educational, vocational, recreational and community environments.	Jennifer Gonzales jennifer.gonzales@arkansas.gov  <a href="http://arksped.k12.ar.us/Caysi.html">arksped.k12.ar.us/Caysi.html</a>
<b>Arkansas State Personnel Development (SPDG)</b>	The Arkansas State Personnel Development Grant (SPDG) works with schools and regional partners to maximize all students' academic and social, emotional, and behavioral success. The SPDG website includes resources in the areas of shared leadership, literacy, math, positive behavior supports and teacher recruitment and retention.	Howie Knoff howard.knoff@arkansas.gov  <a href="http://www.arstudentsuccess.org">www.arstudentsuccess.org</a>
<b>Easter Seals Outreach (ESO)</b>	ESO consultants provide assessments and recommend services for children with disabilities ages 3-21. Services include: evaluations for ASD identification and argumentative/alternative communication; psycho-educational assessments; student centered planning and addressing specific needs of individual students or an entire classroom.	Suzie Baker sbaker@eastersealsar.com  <a href="http://www.eastersealsar.com/services/outreach-team">www.eastersealsar.com/services/outreach-team</a>
<b>Technology and Curriculum Access Center (TCC)</b>	TCC provides assistive technology assessments, consultation, equipment loans, and in-service training to meet the needs of children and young adults with disabilities.	Bryan Ayres bayres@eastersealsar.com  <a href="http://eastersealsar.com/tcc-training-page">eastersealsar.com/tcc-training-page</a>
<b>Educational Audiology Resources for Schools</b>	EARS services include: managing hearing screening programs to assist with amplification and other classroom technical assistance; and recommendations for accommodations/modifications for students with auditory processing disorders,	Donna Smiley smileyDF@archildrens.org

<b>(EARS)</b>	cochlear implants, etc. A full range of evaluation services are available including audiological assessments, counseling/guidance for parents and hearing conservation education. Speech pathology services include specialized assessments (with a written report), classroom observations, assistance with writing appropriate goals, as well as modeling therapy with individual students.	<a href="http://www.archildrens.org/Services/Audiology/Outreach.aspx">www.archildrens.org/Services/Audiology/Outreach.aspx</a>
<b>UALR School of Law Mediation Project</b>	Trained professional mediators assist parties in finding effective solutions to the problems affecting educational services for children with disabilities. Mediators can facilitate IEP Meetings to guide the process of the meeting and assist members of the IEP team in communicating effectively to develop an acceptable IEP.	Request Mediation 501-342-9939  <a href="https://arksped.k12.ar.us/DisputeResolution/Mediation.html">https://arksped.k12.ar.us/DisputeResolution/Mediation.html</a>
<b>UCA Speech/Language Pathology Aides/Assistants</b>	LEAs may seek approval for a program to use Speech-Language Pathology Support Personnel (assistants and aides) who can perform tasks as prescribed, directed and supervised by master's level speech-language pathologist. The LEA submits written proposals developed collaboratively by the supervising speech-language pathologist and the administrator(s) who will be most directly involved with the program. The LEA may design a service delivery model which best meets the needs of students and professionals involved.	Sharon Ross sharonr@uca.edu  <a href="https://arksped.k12.ar.us/UCA.html">https://arksped.k12.ar.us/UCA.html</a>
<b>Arkansas Promise Grant</b>	Arkansas PROMISE is a research project open to youth ages 14 to 16 who currently receive SSI benefits. For 1000 youth, PROMISE will provide additional services to youth and their families to support their education and career goals. Services include: Intensive case management, two paid competitive work experiences, education and employment training and support for youth and families, benefits counseling, health and wellness training, and money to address emergency financial needs.	Philip Adams <a href="mailto:stephena@uark.edu">stephena@uark.edu</a>  <a href="http://www.promisear.org/">http://www.promisear.org/</a>
<b>State Program Development</b>	Funding is provided for tuition reimbursement to eligible individuals pursuing the necessary coursework from an accredited program to qualify for licensure in vision, hearing and speech/language. Funding is also provided for interpreter training.	<a href="https://arksped.k12.ar.us/StateProgramDevelopment/default.html">https://arksped.k12.ar.us/StateProgramDevelopment/default.html</a>
<b>IDEA Data and Research</b>	The IDEA Data & Research Office provides quality data management, analysis, TA, and research for the enhancement of the ADE's general supervision mandate. The Office ensures standardized data collection procedures for federal reporting, state and district level data analysis, and public dissemination of program effectiveness data including school district and early childhood program profiles, Significant Disproportionality-Coordinated Early Intervening Services Profiles, the State Performance Plan, and the Annual Performance Report	Jody fields <a href="https://arksped.k12.ar.us/DataAndResearch/default.html">https://arksped.k12.ar.us/DataAndResearch/default.html</a>

# PRIORITY AND FOCUS SCHOOLS



## Legend

- ▲ PRIORITY SCHOOLS
- ▲ FOCUS SCHOOLS



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# APPENDIX

# Family Involvement Survey: Early Childhood

## The Arkansas Special Education Early Childhood Family Outcomes Survey

This is a survey for parents/families of children receiving special education services. Your responses will help guide efforts to improve services and results for children and families.

Use  
number  
2 pencil  
only.

Make dark  
marks that  
fill the oval  
completely.

Correct  
Mark  
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Incorrect  
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What is your child's race/ethnicity?  
Please select all that apply

- ☐ American Indian/Alaskan Native . (N)
- ☐ Asian ..... (A)
- ☐ Black (non-Hispanic) ..... (B)
- ☐ Hawaiian/Pacific Islander ..... (P)
- ☐ Hispanic ..... (H)
- ☐ White (non-Hispanic) ..... (W)

What is your child's primary disability?  
(select only one)

- ☐ Autism ..... (AU)
- ☐ Deaf-Blindness ..... (DB)
- ☐ Deaf/Hearing Impaired ..... (HI)
- ☐ Developmental Delay ..... (PS)
- ☐ Multiple Disabilities ..... (MD)
- ☐ Other Health Impairment ... (OHI)
- ☐ Orthopedic Impairment ..... (OI)
- ☐ Speech/Language Impairment .. (SI)
- ☐ Traumatic Brain Injury ..... (TBI)
- ☐ Visual Impairment ..... (VI)

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956	957	958	959
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996	997	998	999
1000	1001	1002	1003
1004	1005	1006	1007
1008	1009	1010	1011
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1016	1017	1018	1019
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1080	1081	1082	1083
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1088	1089	1090	1091
1092	1093	1094	1095
1096	1097	1098	1099
1100	1101	1102	1103
1104	1105	1106	1107
1108	1109	1110	1111
1112	1113	1114	1115
1116	1117	1118	1119
1120	1121	1122	1123
1124	1125	1126	1127
1128	1129	1130	1131
1132	1133	1134	1135
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1152	1153	1154	1155
1156	1157	1158	1159
1160	1161	1162	1163
1164	1165	1166	1167
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1172	1173	1174	1175
1176	1177	1178	1179
1180	1181	1182	1183
1184	1185	1186	1187
1188	1189	1190	1191
1192	1193	1194	1195
1196	1197	1198	1199
1200	1201	1202	1203
1204	1205	1206	1207
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1228	1229	1230	1231
1232	1233	1234	1235
1236	1237	1238	1239
1240	1241	1242	1243
1244	1245	1246	1247
1248	1249	1250	1251
1252	1253	1254	1255
1256	1257	1258	1259
1260	1261	1262	1263
1264	1265	1266	1267

### Knowing your rights and advocating for your child

4. A variety of programs and services may be available for your child and family. Do you know what is available for your child and family?

We are just beginning to learn about the programs and services that are available. ①	②	We know about some programs and services, but still have a lot to learn. ③	④	We think we are aware of most available programs and services. ⑤	⑥	We are very aware of the programs and services that are available. ⑦
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5. Parents often meet with professionals to plan services or activities. How comfortable are you participating in these meetings?

Right now we are very uncomfortable participating in meetings. ①	②	We are not very comfortable participating in meetings, but we do it anyway. ③	④	We are pretty comfortable participating in meetings. ⑤	⑥	We are very comfortable participating in meetings. ⑦
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6. Families of children with special needs have rights, and there are things you can do if you are not satisfied. How well do you know your rights and what to do if you are not satisfied?

We are not sure about our rights or what to do if we are not satisfied. ①	②	We understand our basic rights but are not sure about all of our options if we are not satisfied. ③	④	We think we know most of our rights and what to do if we are not satisfied. ⑤	⑥	We are very aware of our rights and know exactly what to do if we are not satisfied. ⑦
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### Helping your child develop and learn

7. All parents help their children develop and learn, but sometimes it is hard to know what to do. How would you describe your ability to help your child develop and learn?

We need to know a lot more about how to help our child develop and learn. ①	②	We know the basics of helping our child develop and learn, but still have many questions. ③	④	We feel pretty sure that we know how to help our child develop and learn. ⑤	⑥	We are very sure that we know how to help our child develop and learn. ⑦
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8. All parents try to help their children learn to behave the way they would like, but sometimes it is hard to know what to do. How would you describe your ability to help your child learn to behave the way you would like?

We need to know a lot more about how to help our child learn to behave like we want. ①	②	We know the basics of helping our child behave, but still have many questions. ③	④	We feel pretty sure that we know how to help our child behave. ⑤	⑥	We are very sure that we know how to help our child behave. ⑦
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9. Professionals have worked with you to develop a plan to help your child learn new skills and behaviors. How much are you able to help your child learn or practice these new skills at home or in your community?

We have not yet started to help our child learn or practice these skills and behaviors. ①	②	We have started to help our child learn and practice these skills and behaviors, but it is not a regular thing yet. ③	④	We often help our child learn and practice these skills and behaviors, but it is not as regular as we would like. ⑤	⑥	We regularly help our child learn and practice these skills and behaviors throughout the day. ⑦
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10. To what extent has your child's preschool program encouraged you to be actively involved in your child's education at school? Our child's preschool has...

not encouraged us to be actively involved in our child's education at school ①	②	done a few things to encourage us to be actively involved in our child's education at school ③	④	a good job of encouraging us to be actively involved in our child's education at school ⑤	⑥	an excellent job of encouraging us to be actively involved in our child's education at school ⑦
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Source: The questions and scale was developed by Don Bailey, Kathy Hebbeler, and Mary Beth Bruder as part of the Early Childhood Outcomes (ECO) Center, a cooperative agreement (#H32-L030002) to SRI International from the Office of Special Education Programs, U.S. Department of Education.

*Thank you for completing this survey!*

## The Arkansas Special Education School Age Family Outcomes Survey

- ☒ Autism ..... (AU)
- ☐ Deaf-Blindness ..... (DB)
- ☐ Emotional Disturbance ..... (ED)
- ☐ Deaf/Hearing Impaired ..... (HI)
- ☐ Multiple Disabilities ..... (MD)
- ☐ Intellectual Disability ..... (MR)
- ☐ Other Health Impairment ... (OHI)
- ☐ Orthopedic Impairment ..... (OI)
- ☐ Speech/Language Impairment .. (SI)
- ☐ Specific Learning Disability .. (SLD)
- ☐ Traumatic Brain Injury ..... (TBI)
- ☐ Visual Impairment ..... (VI)

USE A NO. 2 PENCIL ONLY

response  
degree,  
a you

NOT APPLICABLE

VERY STRONGLY AGREE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

VERY STRONGLY DISAGREE

- |   |   |   |
|---|---|---|
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

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**Arkansas' Indicator 14: Post-School Outcomes  
6-Year Sampling Plan for 2014-2019**

**Table 1: ADM Strata**

	ADM # Districts	ADM Strata
20,000 and over	2	6
10,000 to 19,999	5	5
5,000 to 9,999	8	4
2,500 to 4,999	30	3
1,000 to 2,499	73	2
1 to 999	142	1
N = 260		

**Table 2: Randomization Summary Counts per Year and ADM Strata**

**ADM Strata by Count of LEA**

Sampling Year	1	2	3	4	5	6	Grand Total
1	23	12	5	2	0	2	44
2	23	12	5	2	1		43
3	23	13	5	1	1		43
4	24	12	5	1	1		43
5	24	12	5	1	1		43
6	25	12	5	1	1		44
Grand Total	142	73	30	8	5	2	260

Post-school Outcomes Survey Districts by Sampling Year 1 (2013-14) and ADM Strata; 2012-13 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
0403000	GENTRY SCHOOL DISTRICT	1	2
0440700	BENTON COUNTY SCHOOL OF ARTS	1	1
0601000	HERMITAGE SCHOOL DISTRICT	1	1
0803000	GREEN FOREST SCHOOL DISTRICT	1	2
1104000	PIGGOTT SCHOOL DISTRICT	1	1
1305000	CLEVELAND COUNTY SCHOOL DISTRICT	1	1
1603000	BROOKLAND SCHOOL DISTRICT	1	2
1608000	JONESBORO SCHOOL DISTRICT	1	4
1611000	NETTLETON SCHOOL DISTRICT	1	3
1613000	RIVERSIDE SCHOOL DISTRICT	1	1
2002000	FORDYCE SCHOOL DISTRICT	1	1
2307000	VILONIA SCHOOL DISTRICT	1	3
2501000	MAMMOTH SPRING SCHOOL DISTRICT	1	1
2602000	FOUNTAIN LAKE SCHOOL DISTRICT	1	2
2703000	POYEN SCHOOL DISTRICT	1	1
2808000	PARAGOULD SCHOOL DISTRICT	1	3
3003000	MAGNET COVE SCHOOL DIST.	1	1
3301000	CALICO ROCK SCHOOL DISTRICT	1	1
3502000	DOLLARWAY SCHOOL DISTRICT	1	2
3606000	WESTSIDE SCHOOL DIST(JOHNSON)	1	1
3904000	LEE COUNTY SCHOOL DISTRICT	1	1
4203000	PARIS SCHOOL DISTRICT	1	2
4501000	FLIPPIN SCHOOL DISTRICT	1	1
4605000	TEXARKANA SCHOOL DISTRICT	1	3
4708000	GOSNELL SCHOOL DISTRICT	1	2
4902000	MOUNT IDA SCHOOL DISTRICT	1	1
5206000	STEPHENS SCHOOL DISTRICT	1	1
5440700	KIPP DELTA PUBLIC SCHOOLS	1	2
5503000	KIRBY SCHOOL DISTRICT	1	1
5802000	DOVER SCHOOL DISTRICT	1	2
5901000	DES ARC SCHOOL DISTRICT	1	1
6001000	LITTLE ROCK SCHOOL DISTRICT	1	6
6049700	LITTLE ROCK PREPARATORY ACADEM	1	1
6094000	DIVISION OF YOUTH SERVICES SCHOOL SYSTEM	1	1
6303000	BRYANT SCHOOL DISTRICT	1	4
6304000	HARMONY GROVE SCH DIST(SALINE)	1	2
6603000	HACKETT SCHOOL DISTRICT	1	1
7006000	NORPHLET SCHOOL DISTRICT	1	1
7102000	CLINTON SCHOOL DISTRICT	1	2
7204000	GREENLAND SCHOOL DISTRICT	1	1
7207000	SPRINGDALE SCHOOL DISTRICT	1	6
7301000	BALD KNOB SCHOOL DISTRICT	1	2
7302000	BEEBE SCHOOL DISTRICT	1	3
7401000	AUGUSTA SCHOOL DISTRICT	1	1

Post-school Outcomes Survey Districts by Sampling Year 2 (2014-15) and ADM Strata; 2013-14 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
0401000	BENTONVILLE SCHOOL DISTRICT	2	5
1705000	VAN BUREN SCHOOL DISTRICT	2	4
7203000	FAYETTEVILLE SCHOOL DISTRICT	2	4
1612000	VALLEY VIEW SCHOOL DISTRICT	2	3
2603000	HOT SPRINGS SCHOOL DISTRICT	2	3
3201000	BATESVILLE SCHOOL DISTRICT	2	3
4702000	BLYTHEVILLE SCHOOL DISTRICT	2	3
7311000	SEARCY SCHOOL DISTRICT	2	3
0404000	GRAVETTE SCHOOL DISTRICT	2	2
0903000	LAKESIDE SCHOOL DIST(CHICOT)	2	2
2104000	DUMAS SCHOOL DISTRICT	2	2
2903000	HOPE SCHOOL DISTRICT	2	2
3604000	LAMAR SCHOOL DISTRICT	2	2
4301000	LONOKE SCHOOL DISTRICT	2	2
4712000	MANILA SCHOOL DISTRICT	2	2
5602000	HARRISBURG SCHOOL DISTRICT	2	2
5804000	POTTSVILLE SCHOOL DISTRICT	2	2
6401000	WALDRON SCHOOL DISTRICT	2	2
7201000	ELKINS SCHOOL DISTRICT	2	2
7307000	RIVERVIEW SCHOOL DISTRICT	2	2
0442700	RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL ACADEMY	2	1
0701000	HAMPTON SCHOOL DISTRICT	2	1
1106000	RECTOR SCHOOL DISTRICT	2	1
1408000	EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	2	1
1702000	CEDARVILLE SCHOOL DISTRICT	2	1
2202000	DREW CENTRAL SCHOOL DISTRICT	2	1
2502000	SALEM SCHOOL DISTRICT	2	1
2803000	MARMADUKE SCHOOL DISTRICT	2	1
3005000	OUACHITA SCHOOL DISTRICT	2	1
3302000	MELBOURNE SCHOOL DISTRICT	2	1
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	2	1
4102000	FOREMAN SCHOOL DISTRICT	2	1
4502000	YELLVILLE-SUMMIT SCHOOL DIST.	2	1
5008000	NEVADA SCHOOL DISTRICT	2	1
5301000	EAST END SCHOOL DISTRICT	2	1
5504000	SOUTH PIKE COUNTY SCHOOL DISTRICT	2	1
5903000	HAZEN SCHOOL DISTRICT	2	1
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	2	1
6102000	MAYNARD SCHOOL DISTRICT	2	1
6604000	HARTFORD SCHOOL DISTRICT	2	1
7007000	PARKERS CHAPEL SCHOOL DIST.	2	1
7240700	HAAS HALL ACADEMY	2	1
7403000	MCCRORY SCHOOL DISTRICT	2	1



Post-school Outcomes Survey Districts by Sampling Year 3 (2015-16) and ADM Strata; 2014-15 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
0405000	ROGERS SCHOOL DISTRICT	3	5
1803000	WEST MEMPHIS SCHOOL DISTRICT	3	4
0303000	MOUNTAIN HOME SCHOOL DISTRICT	3	3
1701000	ALMA SCHOOL DISTRICT	3	3
2605000	LAKE HAMILTON SCHOOL DISTRICT	3	3
3505000	PINE BLUFF SCHOOL DISTRICT	3	3
6201000	FORREST CITY SCHOOL DISTRICT	3	3
0101000	DEWITT SCHOOL DISTRICT	3	2
0407000	PEA RIDGE SCHOOL DISTRICT	3	2
1002000	ARKADELPHIA SCHOOL DISTRICT	3	2
2105000	MCGEHEE SCHOOL DISTRICT	3	2
3004000	MALVERN SCHOOL DISTRICT	3	2
3810000	LAWRENCE COUNTY SCHOOL DISTRICT	3	2
4401000	HUNTSVILLE SCHOOL DISTRICT	3	2
4713000	OSCEOLA SCHOOL DISTRICT	3	2
5605000	TRUMANN SCHOOL DISTRICT	3	2
6043700	ARKANSAS VIRTUAL ACADEMY	3	2
6701000	DEQUEEN SCHOOL DISTRICT	3	2
7202000	FARMINGTON SCHOOL DISTRICT	3	2
7504000	DARDANELLE SCHOOL DISTRICT	3	2
0501000	ALPENA SCHOOL DISTRICT	3	1
0802000	EUREKA SPRINGS SCHOOL DISTRICT	3	1
1201000	CONCORD SCHOOL DISTRICT	3	1
1503000	NEMO VISTA SCHOOL DISTRICT	3	1
1703000	MOUNTAINBURG SCHOOL DISTRICT	3	1
2304000	GUY-PERKINS SCHOOL DISTRICT	3	1
2503000	VIOLA SCHOOL DISTRICT	3	1
2901000	BLEVINS SCHOOL DISTRICT	3	1
3102000	DIERKS SCHOOL DISTRICT	3	1
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	3	1
3804000	HOXIE SCHOOL DISTRICT	3	1
4202000	MAGAZINE SCHOOL DISTRICT	3	1
4701000	ARMOREL SCHOOL DISTRICT	3	1
5102000	JASPER SCHOOL DISTRICT	3	1
5303000	PERRYVILLE SCHOOL DISTRICT	3	1
5604000	MARKED TREE SCHOOL DISTRICT	3	1
6040700	ACADEMICS PLUS SCHOOL DISTRICT	3	1
6052700	SIATECH LITTLE ROCK CHARTER	3	1
6202000	HUGHES SCHOOL DISTRICT	3	1
6605000	LAVACA SCHOOL DISTRICT	3	1
7008000	SMACKOVER SCHOOL DISTRICT	3	1
7303000	BRADFORD SCHOOL DISTRICT	3	1
7503000	DANVILLE SCHOOL DISTRICT	3	1



Post-school Outcomes Survey Districts by Sampling Year 4 (2016-17) and ADM Strata; 2015-16 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
4304000	CABOT SCHOOL DISTRICT	4	5
2301000	CONWAY SCHOOL DISTRICT	4	4
0406000	SILAM SPRINGS SCHOOL DISTRICT	4	3
1804000	MARION SCHOOL DISTRICT	4	3
2606000	LAKESIDE SCHOOL DIST(GARLAND)	4	3
3509000	WATSON CHAPEL SCHOOL DISTRICT	4	3
6302000	BENTON SCHOOL DISTRICT	4	3
0104000	STUTTGART SCHOOL DISTRICT	4	2
0502000	BERGMAN SCHOOL DISTRICT	4	2
1202000	HEBER SPRINGS SCHOOL DISTRICT	4	2
2203000	MONTICELLO SCHOOL DISTRICT	4	2
3105000	NASHVILLE SCHOOL DISTRICT	4	2
4003000	STAR CITY SCHOOL DISTRICT	4	2
4602000	GENOA CENTRAL SCHOOL DISTRICT	4	2
5006000	PRESCOTT SCHOOL DISTRICT	4	2
5703000	MENA SCHOOL DISTRICT	4	2
6047700	ESTEM PUBLIC CHARTER SCHOOL	4	2
6802000	CAVE CITY SCHOOL DISTRICT	4	2
7205000	LINCOLN SCHOOL DISTRICT	4	2
0302000	COTTER SCHOOL DISTRICT	4	1
0504000	OMAHA SCHOOL DISTRICT	4	1
0901000	DERMOTT SCHOOL DISTRICT	4	1
1203000	QUITMAN SCHOOL DISTRICT	4	1
1505000	WONDERVIEW SCHOOL DISTRICT	4	1
1704000	MULBERRY SCHOOL DISTRICT	4	1
2306000	MT. VERNON/ENOLA SCHOOL DISTRICT	4	1
2601000	CUTTER-MORNING STAR SCHOOL DISTRICT	4	1
2906000	SPRING HILL SCHOOL DISTRICT	4	1
3104000	MINERAL SPRINGS SCHOOL DISTRICT	4	1
3405000	JACKSON CO. SCHOOL DISTRICT	4	1
3806000	SLOAN-HENDRIX SCHOOL DISTRICT	4	1
4204000	SCRANTON SCHOOL DISTRICT	4	1
4801000	BRINKLEY SCHOOL DISTRICT	4	1
5106000	DEER/MT. JUDEA SCHOOL DISTRICT	4	1
5401000	BARTON-LEXA SCHOOL DISTRICT	4	1
5608000	EAST POINSETT CO. SCHOOL DIST.	4	1
6041700	LISA ACADEMY	4	1
6053700	RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LITTLE ROCK	4	1
6205000	PALESTINE-WHEATLEY SCH. DIST.	4	1
6606000	MANSFIELD SCHOOL DISTRICT	4	1
7009000	STRONG-HUTTIG SCHOOL DISTRICT	4	1
7304000	WHITE CO. CENTRAL SCHOOL DIST.	4	1
7509000	WESTERN YELL CO. SCHOOL DIST.	4	1

Post-school Outcomes Survey Districts by Sampling Year 5 (2017-18) and ADM Strata; 2016-17 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	5	5
5805000	RUSSELLVILLE SCHOOL DISTRICT	5	4
0503000	HARRISON SCHOOL DISTRICT	5	3
1905000	WYNNE SCHOOL DISTRICT	5	3
2705000	SHERIDAN SCHOOL DISTRICT	5	3
3510000	WHITE HALL SCHOOL DISTRICT	5	3
6602000	GREENWOOD SCHOOL DISTRICT	5	3
0201000	CROSSETT SCHOOL DISTRICT	5	2
0602000	WARREN SCHOOL DISTRICT	5	2
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	5	2
2305000	MAYFLOWER SCHOOL DISTRICT	5	2
3209000	SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	5	2
4101000	ASHDOWN SCHOOL DISTRICT	5	2
4603000	FOUKE SCHOOL DISTRICT	5	2
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	5	2
5707000	COSSATOT RIVER SCHOOL DISTRICT	5	2
6103000	POCAHONTAS SCHOOL DISTRICT	5	2
6804000	HIGHLAND SCHOOL DISTRICT	5	2
7206000	PRAIRIE GROVE SCHOOL DISTRICT	5	2
0304000	NORFORK SCHOOL DISTRICT	5	1
0505000	VALLEY SPRINGS SCHOOL DISTRICT	5	1
1003000	GURDON SCHOOL DISTRICT	5	1
1204000	WEST SIDE SCHOOL DIST(CLEBURNE	5	1
1601000	BAY SCHOOL DISTRICT	5	1
1802000	EARLE SCHOOL DISTRICT	5	1
2402000	CHARLESTON SCHOOL DISTRICT	5	1
2604000	JESSIEVILLE SCHOOL DISTRICT	5	1
3001000	BISMARCK SCHOOL DISTRICT	5	1
3211000	MIDLAND SCHOOL DISTRICT	5	1
3541700	PINE BLUFF LIGHTHOUSE ACADEMY	5	1
3809000	HILLCREST SCHOOL DISTRICT	5	1
4302000	ENGLAND SCHOOL DISTRICT	5	1
4802000	CLARENDON SCHOOL DISTRICT	5	1
5201000	BEARDEN SCHOOL DISTRICT	5	1
5404000	MARVELL-ELAINE SCHOOL DISTRICT	5	1
5706000	OUACHITA RIVER SCHOOL DISTRICT	5	1
6044700	COVENANTKEEPERS CHARTER SCHOOL	5	1
6091000	ARK. SCHOOL FOR THE BLIND	5	1
6502000	SEARCY COUNTY SCHOOL DISTRICT	5	1
6703000	HORATIO SCHOOL DISTRICT	5	1
7104000	SHIRLEY SCHOOL DISTRICT	5	1
7309000	PANGBURN SCHOOL DISTRICT	5	1
7510000	TWO RIVERS SCHOOL DISTRICT	5	1

Post-school Outcomes Survey Districts by Sampling Year 6 (2018-19) and ADM Strata; 2017-18 Leavers

LEA Number	District Name	Sampling Year	ADM Strata
6601000	FORT SMITH SCHOOL DISTRICT	6	5
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6	4
1402000	MAGNOLIA SCHOOL DISTRICT	6	3
2303000	GREENBRIER SCHOOL DISTRICT	6	3
2807000	GREENE COUNTY TECH SCHOOL DISTRICT	6	3
3601000	CLARKSVILLE SCHOOL DISTRICT	6	3
7001000	EL DORADO SCHOOL DISTRICT	6	3
0203000	HAMBURG SCHOOL DISTRICT	6	2
0801000	BERRYVILLE SCHOOL DISTRICT	6	2
1602000	WESTSIDE CONS. SCH DIST(CRAIGH	6	2
2404000	OZARK SCHOOL DISTRICT	6	2
3403000	NEWPORT SCHOOL DISTRICT	6	2
4201000	BOONEVILLE SCHOOL DISTRICT	6	2
4706000	SO. MISS. COUNTY SCHOOL DIST.	6	2
5403000	HELENA/ W.HELENA SCHOOL DIST.	6	2
5801000	ATKINS SCHOOL DISTRICT	6	2
6301000	BAUXITE SCHOOL DISTRICT	6	2
6901000	MOUNTAIN VIEW SCHOOL DISTRICT	6	2
7208000	WEST FORK SCHOOL DISTRICT	6	2
0402000	DECATUR SCHOOL DISTRICT	6	1
0506000	LEAD HILL SCHOOL DISTRICT	6	1
1101000	CORNING SCHOOL DISTRICT	6	1
1304000	WOODLAWN SCHOOL DISTRICT	6	1
1605000	BUFFALO IS. CENTRAL SCH. DIST.	6	1
1901000	CROSS COUNTY SCHOOL DISTRICT	6	1
2403000	COUNTY LINE SCHOOL DISTRICT	6	1
2607000	MOUNTAIN PINE SCHOOL DISTRICT	6	1
3002000	GLEN ROSE SCHOOL DISTRICT	6	1
3212000	CEDAR RIDGE SCHOOL DISTRICT	6	1
3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF CHARTER SCHOOL	6	1
3840700	IMBODEN CHARTER SCHOOL DIST	6	1
4303000	CARLISLE SCHOOL DISTRICT	6	1
4901000	CADDO HILLS SCHOOL DISTRICT	6	1
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	6	1
5502000	CENTERPOINT SCHOOL DISTRICT	6	1
5803000	HECTOR SCHOOL DISTRICT	6	1
6048700	LISA ACADEMY NORTH	6	1
6055700	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK CHARTER SCHOOL	6	1
6092000	ARK. SCHOOL FOR THE DEAF	6	1
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	6	1
7003000	JUNCTION CITY SCHOOL DISTRICT	6	1
7105000	SOUTH SIDE SCH DIST(VANBUREN)	6	1
7310000	ROSE BUD SCHOOL DISTRICT	6	1
6054700	QUEST MIDDLE SCHOOL OF LITTLE ROCK CHARTER SCHOOL	6	1

# Post-school Outcomes Survey

## STUDENT DEMOGRAPHIC PROFILE (SDP)

Please update name and address information below if applicable.

## POST-SCHOOL OUTCOME SURVEY

### POSTSECONDARY SCHOOL

1. In the 12 months after leaving high school, have you ever attended any school, job training, or education program?

- ☐ NO → GO TO QUESTION #4  
☐ YES → GO TO QUESTIONS #2 AND #3  
☐ No Answer

2. Did you complete an entire term?

- ☐ NO → GO TO QUESTION #4  
☐ YES → GO TO QUESTION #3  
☐ No Answer

3. Describe the kind of school or job training program you attended. (Mark One Option)

- ☐ High school completion (Adult Basic Education, GED)  
☐ Short-term education or employment training program (WIA, Job Corps, etc.)  
☐ Vocational/Technical School – less than a 2-year program  
☐ A 2- or 4-year college/university  
☐ On a mission, in the Peace Corps, etc.  
☐ Other (Specify): \_\_\_\_\_  
☐ No Answer

### EMPLOYMENT

4. In the 12 months after leaving high school, have you ever worked?

- ☐ NO → STOP: DATA COLLECTION COMPLETED  
☐ YES → GO TO QUESTIONS #5, #6, #7, AND #8  
☐ No Answer

5. Since leaving high school, have you worked for a total of 3 months (about 90 days)?

- ☐ NO  
☐ YES  
☐ No Answer

6. Did you work on average 20 or more hours per week (or about half time of a 40-hour week)?

- ☐ NO  
☐ YES  
☐ No Answer

7. Were you paid at least minimum wage?

- ☐ NO  
☐ YES  
☐ No Answer

EMPLOYMENT CONTINUED ON BACK SIDE →

EMPLOYMENT	DEMOGRAPHICS
<p><b>8. Describe the job you have or have had.</b> (Mark One Option)</p> <p><input type="radio"/> In a company, business, or service with people with and without disabilities</p> <p><input type="radio"/> In the military</p> <p><input type="radio"/> In supported employment (paid work with services and wage support to the employer)</p> <p><input type="radio"/> Self-employed</p> <p><input type="radio"/> In your family's business (e.g., farm, store, fishing, ranching, catering)</p> <p><input type="radio"/> In sheltered employment (where most workers have disabilities)</p> <p><input type="radio"/> Employed while in jail or prison</p> <p><input type="radio"/> Other (Specify) _____</p> <p><input type="radio"/> No Answer</p>	<p><b>9. Gender</b></p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p><b>10. Ethnicity:</b></p> <p><input type="radio"/> African American</p> <p><input type="radio"/> Asian</p> <p><input type="radio"/> Hispanic</p> <p><input type="radio"/> Native American</p> <p><input type="radio"/> White/Caucasian</p> <p><input type="radio"/> Other</p>

OPTIONAL SURVEY INFORMATION		YES	NO	Not Applicable
1.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for participating.**  
The information you provide is very important and will improve special education services

## Certify and Submit your SPP/APR

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

**Selected:** Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Jody Fields

Title: Data Manager

Email: jafields@ualr.edu

Phone: 501-683-7219