

# ARKANSAS

DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION UNIT



## **PART B** **STATE PERFORMANCE PLAN**

**2005 – 2011**

Revised  
**February 1, 2007**

February 1, 2007

U.S. Department of Education  
ATTN: Janet Scire/Mail Stop 2600  
7100 Old Landover Road  
Landover, MD. 20785-1506

Dear Ms. Scire:

The State of Arkansas Department of Education herewith submits its Part B State Performance Plan (SPP) and Annual Performance Report (APR) to the U.S. Department of Education for the Secretary's review in accordance with 20 U.S.C. 1416(b). Each Section of the Arkansas SPP and APR follows the format as established by the federal Office of Special Education Programs (OSEP).

Arkansas will establish its determination criteria for the four levels of assistance and intervention regarding local education agencies (LEA) performance by May 30, 2007. Individual LEA reports will be generated and posted to the special education website along with the SPP and APR.

We are appreciative of the efforts of OSEP, including the written comments on our most recent State Performance Plan, in providing guidance to the State as we worked to prepare a compliant SPP and APR. We look forward to the Secretary's review and approval of the Arkansas SPP and APR.

Respectfully,



Marcia Harding  
Associate Director  
Special Education

MH/jaf

## TABLE OF CONTENTS

<b>Monitoring Priority: FAPE in the LRE</b> .....	1
Indicator 01: Graduation Rates.....	2
Indicator 02: Drop-Out Rates .....	9
Indicator 03: Assessment.....	15
Indicator 04: Suspension/Expulsion .....	24
Indicator 05: School Age LRE .....	30
Indicator 06: Preschool LRE .....	35
Indicator 07: Preschool Outcomes.....	39
Indicator 08: Parent Involvement .....	46
<b>Monitoring Priority: Disproportionality</b> .....	51
Indicator 09: Disproportionality – Eligibility Category .....	52
Indicator 10: Disproportionality – Child with a Disability.....	58
<b>Monitoring Priority: Effective General Supervision Part B/Child Find</b> .....	63
Indicator 11: Child Find .....	64
<b>Monitoring Priority: Effective General Supervision Part B/Effective Transition</b> .....	69
Indicator 12: Early Childhood Transition.....	70
Indicator 13: Secondary Transition .....	75
Indicator 14: Post-School Outcomes .....	82
<b>Monitoring Priority: Effective General Supervision Part B</b> .....	97
Indicator 15: Identification and Correction of Noncompliance.....	98
Indicator 16: Complaint Timelines.....	106
Indicator 17: Due Process Timelines.....	110
Indicator 18: Hearing Request Resolved by Resolution Session .....	115
Indicator 19: Mediation Agreements.....	118
Indicator 20: State Reported Data .....	121
<b>Attachment 1: Hearings, Complaints, and Mediation</b> .....	126
<b>Appendix 1</b> .....	127

## **Monitoring Priority: FAPE in the LRE**

### **Overview of State Performance Plan Development**

The development of the Arkansas State Performance Plan (SPP) 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 were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. 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.

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October.

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 Arkansas Department of Education (ADE) Special Education 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 over-representation.

Following the submission of the Arkansas SPP on December 2, 2005, the ADE will disseminate the entire content of the SPP to the public through the Special Education website. Copies of the SPP, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release has been prepared and will be provided to all statewide media outlets along with information on how the public may obtain or review a copy of the SPP.

The Special Education website will be the primary vehicle for the annual dissemination of the State’s Annual Performance Report (APR) progress or slippage in meeting the SPP measurable and rigorous targets. The extent of progress or slippage for each SPP indicator will be reflected in the February 2007 Annual Performance Report, which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA’s performance against the SPP targets using the Special Education website, as well as in an ongoing series of performance reports, which will be disseminated to statewide and local media outlets, primarily the print media.

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## Monitoring Priority: FAPE in the LRE

### Indicator 01: Graduation Rates

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma (20 U.S.C. 1416(a)(3)(A))

#### Measurement

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.
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Special education students should receive support and services during their school careers that allow them to graduate from high school in numbers similar to other general education students in the district; thus, it is important to ensure that similar percentages of special education and general education students are graduating from high school in districts across the State.

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 graduation rate. The graduation rate for students in grades 9 through 12 is affected by the percentage of students enrolled during grades 9 through 12 and completing grade 12 without dropping out.

The benchmark for the graduation is a three-year average difference between 12th grade district and special education graduation rates. The statewide three-year average for special education is 70.13%. The statewide three-year average for all students is 94.39%. A comparison of all students and special education 12th grade graduation rates results in a 24.27% difference, with a standard deviation of 17.14%.

The trigger for this indicator is one standard deviation beyond the difference for the State, or the mean difference (24.27%) plus one standard deviation (17.14%) or 41.41%. Thus, any district that graduates 41.41% more of its 12th grade students than its special education 12th grade students will be identified for focused monitoring on this indicator.

A four-year moving average was used to project graduation rates through 2011. A comparison between mean and median found no discernable difference; therefore, the mean was used to facilitate comparisons with past reporting. Variability in estimates is in part an artifact of historical data quality as well as the methodology. As data quality improves, more rigorous targets will be set.

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

For the graduating classes of 2004-2005, 2005-2006, 2006-2007, and 2007-2008, a minimum total of twenty-one (21) units must be earned by a student in order for the student to be entitled to graduate from an Arkansas public high school. These units, at a minimum, follow:

**CORE** -Fifteen (15) 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 -three (3) 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.]

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

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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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 are established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses 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 fifteen (15) Core and the Career Focus units. These may be academic and/or technical areas. All the core and career focus units must total at least twenty-one (21) units to graduate.

For the graduating classes of 2008-2009 and each graduating class thereafter, a minimum total of twenty-two (22) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Specifically for the graduating class of 2008-2009, the required units at a minimum follow.

**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.

For the graduating classes of 2009-2010 and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core Curriculum." 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.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Algebra I or Algebra A & B (Grades 7-8 or 8-9)  
Geometry, 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 American Government  
World History  
American History  
Oral Communications - one-half ( $\frac{1}{2}$ ) unit  
Physical Education - one-half ( $\frac{1}{2}$ ) unit  
Health and Safety - one-half ( $\frac{1}{2}$ ) unit  
Fine Arts - one-half ( $\frac{1}{2}$ ) unit

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

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 ( $\frac{1}{2}$ ) unit  
Social Studies - three (3) units [one (1) unit of World History, one (1) unit of U. S. History, one half ( $\frac{1}{2}$ ) 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 ( $\frac{1}{2}$ ) unit  
Health and Safety - one-half ( $\frac{1}{2}$ ) unit  
Fine Arts - one-half ( $\frac{1}{2}$ ) unit

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

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.

Beginning not later than age 16 or earlier if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

student with disabilities, fulfillment of the requirements set forth in the student’s IEP constitutes the basis for graduation from high school.

The graduation rate is tracked by the State for students in grades nine through twelve (9-12) to indicate the percentage of students enrolled during grades 9 through 12, and completing grade 12 without dropping out. The description of what constitutes a dropout is found in the description of Indicator 2.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district graduation data via the Focused Monitoring Profiles to ascertain a district’s status with regard to graduation. Each district that triggers on the Focused Monitoring Profiles is required to include an action plan in the district’s submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about graduation, the monitoring staff works with the districts to develop their ACSIP plans.

**Baseline Data for FFY 2004 (2004-2005)**

In 2005, Arkansas school districts graduated 93% of 12th grade students. For children with disabilities, the graduation rate with a regular diploma under Smart Core or Core was 88%.

The methodology used to identify districts for monitoring revealed that 91.54% of districts met or exceeded the State special education benchmark for graduation. Seven percent of districts fell between the State benchmark and trigger value indicating a risk for triggering in the future and two percent or six districts were identified for possible monitoring during 2005-06 school year.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>The graduation rate for students receiving special education services has increased over the past four years by 40% from 63% in 2002 to 88% in 2005. During the same time reference, all 12th grade graduation rates have remained relatively constant with less than a 1 % change, from 92.7% in 2002 to 93.1% in 2005.</p> <p>The improvement reflects (1) the inclusiveness of a regular diploma-Smart Core and Core-for students with and without disabilities; (2) the work of secondary transition specialists working with school districts to help keep special education students in school through student-driven transition planning; (3) better data collection methods and ongoing training with districts to address data submission protocols and data review; and (4) usage of the same methodology for calculating the graduation rate for children with disabilities as for children without disabilities.</p> <p>To identify school districts that are graduating a significant difference of students in general education than students receiving special education, the ADE examined the 12th grade graduation rate for both groups. The data for this goal is retrieved from the Arkansas Public School Computer Network (APSCN). The graduation rate is calculated by taking the number of special education students who graduated in a given year divided by the official 12th grade enrollment number of special education students, adjusted for transferring students. The same methodology is used to calculate the general education graduation rate. Districts may be triggered for monitoring if the difference between their special education and general education graduation rates is one standard deviation above the State’s three-year average benchmark. In 2005, 6 school districts triggered on graduation rate for possible monitoring during 2006.</p>



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2005 (2005-2006)</b>	Using a moving average based on the past four years (2002-2006) of data, Arkansas anticipates the percentage to remain steady over the next year at 88%. Additionally, it is anticipated that less than 2% of the school districts will trigger for monitoring.
<b>FFY 2006 (2006-2007)</b>	In 2006-07, Arkansas anticipates the percentage of children with disabilities graduating will remain static at 88% (87.71%). Additionally, it is anticipated that 1.5% of school districts will trigger for possible monitoring.
<b>FFY 2007 (2007-2008)</b>	In 2007-08, Arkansas expects the percentage of children with disabilities graduating to rise slightly to 89%. Additionally, it is anticipated that 1% of school districts will trigger for possible monitoring.
<b>FFY 2008 (2008-2009)</b>	In 2008-09, Arkansas expects the percentage of children with disabilities graduating to remain at 89%. Additionally, it is anticipated that less than 1% of school districts will trigger for possible monitoring.
<b>FFY 2009 (2009-2010)</b>	In 2009-10, Arkansas expects the percentage of children with disabilities graduating to hold steady at 89%. Additionally, it is anticipated that less than 1% of school districts will trigger for monitoring.
<b>FFY 2010 (2010-2011)</b>	In 2010-11, Arkansas expects the percentage of children with disabilities graduating to reach 90%. Additionally, it is anticipated that less than 1% of school districts will trigger for possible monitoring; 3.44% improvement from 2005.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The State is mindful of the close interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. This interrelationship has been documented in prior State Annual Performance Reports (APRs) highlighting the ongoing emphasis on the general supervision continuous improvement monitoring system which focuses on specific school districts showing poor performance on graduation and dropout rate indicators and secondary grade benchmark assessment results. Prior APRs have also documented the ongoing development of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning (prior to age 16) in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes.

These activities are considered critical in meeting the improvement targets set in the SPP. These and other critical elements were identified in 2005-06 through the use of the National Alliance for Secondary Education and Transition (NASET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool.

Of the five NASET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 2005-06. The three priorities identified are:

**SCHOOLING:** In order to perform at optimal levels in all educational settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. Often this occurs without the input from agencies outside of education. Arkansas needs to include other agencies in its school planning to ensure the educational process provides: career and technical programs that are based on professional and industry standards; common performance measures; and individualized transition plans that lead to positive post-school outcomes.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**CAREER PREPARATORY EXPERIENCES:** Arkansas needs to bring together multi-agency programs to better serve youth with disabilities in the following areas: finding, formally requesting and securing appropriate supports and reasonable accommodations in education, training and employment settings; career assessments to help identify students' school and post-school preferences and interests; structured exposure to post-secondary educational and other life-long learning opportunities; exposure to career opportunity requirements including information about entry requirements, educational requirements, income and benefits potential and asset accumulation; and, improved job-seeking skills and basic work-place skills.

**CONNECTING ACTIVITIES:** Improve interagency collaboration through: exploration of additional ways to collaborate (e.g., joint training, data sharing, interagency transition conferences, and in fund coordination); development of a comprehensive plan for communication and the dissemination of transition information for youth with disabilities; expansion of training and technical assistance.

The State is using staff and resources of the National Collaborative on Workforce and Disability for Youth for additional technical assistance related to identifying needed planning partners centering on transportation, housing, and technology.

**FFY 2006 (2006-2007)** In addition to developing school-centered strategies begun in 2005-06, the State intends to apply through the National Governor's Association Center for Best Practices for the Academy on Improving Outcomes for Young Adults with Disabilities. Through the Academy, substantial gaps and overlaps in agency programs, particularly in relation to service needs, services provided, and cross-agency performance standards will be addressed.

It is clear that youth with disabilities are underutilizing core services available in the state and that graduation and dropout indicators will improve if this can be effectively addressed. At the State level, Arkansas needs to identify and braid individual funding streams targeted to serving these youth. There is no blueprint to guide local areas that are ready, willing and able to begin co-locating and integrating services.

One of the products of this activity will be the development of a State Resource Map for identified agencies serving Arkansas youth between the ages of 14 and 30. For a student to graduate and to have a good experience in the world of work, the amount and type of preparation that leads to employment can make the difference between success and failure. The changing nature of the job market makes employment more difficult to obtain without specific skills. There are many resources available to students, teachers, counselors and transition coordinators to aid in the postsecondary and career planning process. The problem is that the resources lack integration and are often not user-friendly. Through the Academy, Arkansas hopes to create a comprehensive, integrated and self-directed tool for the student that interfaces aptitudes as determined from test scores and grades, interests, and skills with current Labor Market Information and Occupational Trends. By matching individual skills and aptitudes with career educational and skill requirements, youth with disabilities will identify realistic career goals, including entry into postsecondary educational settings.

Another activity for 2006-07 will be the development of more vibrant public/private partnerships designed to offer local support for meaningful youth placements in local economies and postsecondary educational settings. A non-profit organization will be created, to be named "Partners in Transition", that will pursue private sector and foundation funding to offer community and student-specific economic incentives, including postsecondary financial assistance. The Partners in Transition organization will work with state and local agencies to develop programs and strategies related to increased graduation and improved post school outcomes, strategies to improve graduation rates for students with severe and multiple disabilities, and the use of technology to facilitate student outcomes.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Graduation from high school with a high school diploma begins with the first nine weeks of instruction during the 9<sup>th</sup> grade with subsequent credit earned during the first semester based upon the child's performance. Today all students are expected to graduate from high school. Yet, hundreds of thousands of students in the United States leave school early each year without a diploma (National Center for Education Statistics, 2002). Researchers have identified ninth grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school. According to the 2005-06 dropout data from the State's Student Information System (SIS), 1,018 ninth graders did not re-enroll for the 2006-07 school year.

Based on the present data, a longitudinal cohort of ninth graders will be established beginning with the 2007-08 school year and will be known as the Changing Outcomes through Retention Elements (C.O.R.E.) project. C.O.R.E. will include all public school districts, open-enrollment charter schools, and state-operated educational programs. Student performance data will be collected through the SIS in November 2007 for the identification of students failing one or more classes during the initial grading period. Districts, working with the P.O.I.S.E. Technical Advisory Teams, will administer universal interventions (Response to Intervention) for a period of time not to exceed 10 weeks. A second student performance data collection will be conducted through the SIS in February 15, 2008 to identify students having failed the semester. Once student have been identified as failing the semester, districts will administer targeted interventions (Intervention Prevention) with additional individualized student-centered supports not to exceed 20 weeks. All interventions will be tracked to determine effectiveness to student performance. P.O.I.S.E. Technical Advisory Teams will coordinate interventions based upon disaggregated data.

**FFY 2007 (2007-2008)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in 2006-07. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2008 (2008-2009)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2009 (2009-2010)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be implemented statewide. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2010 (2010-2011)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be operational statewide. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

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## Monitoring Priority: FAPE in the LRE

### Indicator 02: Dropout Rates

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school (20 U.S.C. 1416(a)(3)(A))

### Measurement

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.
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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 special education dropout benchmark of 1.55 % is the State three-year average difference between all students and special education students. To establish the special education benchmark, 9-12 grade dropout rates are calculated for all students and special education students. The three-year average is 2.72 % and 4.27 % for special education and all students, respectively. The three-year difference has a standard deviation of 3.91 %.

To identify districts with youth with IEPs dropping out of high school at a greater rate than all youth in the district, a trigger value was established using the special education three-year average benchmark and standard deviation. Any district with a special education dropout rate 5.46 % higher than all students is identified for possible monitoring and must include a corrective action plan in the district's Arkansas Comprehensive School Improvement Plan (ACSIP).

To establish targets through FFY 2010 (2010-2011) a four-year moving average was selected. A comparison of mean and median found no discernable difference; therefore, the mean was used to facilitate comparisons with past reporting. Variability in estimates is in part an artifact of historical data quality as well as the methodology. As data quality improves, more rigorous targets will be set.

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

Beginning with the 2004-2005 school year, the following process is used by each school 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.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

- 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 9 through 12 are as follows:

- 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%.
- 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%.
- 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%.
- 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%.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district dropout data via the Focused Monitoring Profiles to ascertain a district's status with regard to dropout. Each district that triggers on the Focused Monitoring Profiles is required to include an action plan in the district's submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about dropout, the monitoring staff works with the districts to develop their ACSIP plans.

**Baseline Data for FFY 2004 (2004-2005)**

In 2005, an average of 3.32% of special education students age 14-21 dropped out of high school as compared to 4.59% of all students grade 9-12 resulting in a mean difference of -1.27 percentage points (3.32% - 4.59%). The analysis further revealed that the special education dropout rate is 27.67% lower than the dropout rate for all students. Additionally, 9 districts (3.5%) triggered on the dropout monitoring priority indicator; thus, identifying them for possible monitoring during the 2005-06 school year.

**Discussion of Baseline Data**

<b>FFY 2004 (2004-2005)</b>	<b>Measurable and Rigorous Target</b> In 2004, the Arkansas General Assembly passed a new dropout formula to insure that students moving from one district to another would not be inadvertently counted as a dropout. This change in tracking and reporting procedures continues to show the historical lower special education dropout rate when compared to all students in grades 9-12.
<b>FFY 2005 (2005-2006)</b>	Using a moving average based on the past four years (2002 - 2005) of data, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and decrease from 3.32 to 2.70%. The percent mean difference between special education and all students will peak at -1.59%. Additionally, it is anticipated that the number of districts triggering will decline from 9 to 2 or .8%.
<b>FFY 2006 (2006-2007)</b>	In 2007, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and slightly increase from 2.70 to 2.83%. The percent mean difference between special education and all students will decline slightly from -1.59 to -1.19. Additionally, it is anticipated that the number of districts triggering will increase from 2 to 3 or 1.2%.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2007 (2007-2008)</b>	In 2008, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and slightly increase from 2.83 to 2.87%. The percent mean difference between special education and all students will continue to decline slightly from -1.19 to -0.95. Additionally, the number of districts triggering will increase from 3 to 4 or 1.6%.
<b>FFY 2008 (2008-2009)</b>	In 2009, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and will peak at 3.01%. The percent difference between special education and all students will rebound to -1.26. Additionally, the number of districts triggering will remain steady at 4 or 1.6%.
<b>FFY 2009 (2009-2010)</b>	In 2010, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and decline to 2.86%. The percent difference between special education and all students will continue to decline slightly to 1.25%. Furthermore, the number of districts triggering will decrease to 3 or 1.2%.
<b>FFY 2010 (2010-2011)</b>	In 2011, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and slightly increase from 2.86% to 2.89%. The percent difference between special education and all students will fall from -1.25% to -1.16%. While the number of districts triggering will remain static at 3 or 1.2%, this represents a 67% decrease in the number of districts triggering since the 2004-2005 school year.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The State is mindful of the close interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. This interrelationship has been documented in prior State Annual Performance Reports (APRs) highlighting the ongoing emphasis on the general supervision continuous improvement monitoring system which focuses on specific school districts showing poor performance on graduation and dropout rate indicators and secondary grade benchmark assessment results. Prior APRs have also documented the ongoing development of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early transition strategic planning (prior to age 16) in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes.

These activities are considered critical in meeting the improvement targets set in the SPP. These and other critical elements were identified in 2005-06 through the use of the National Alliance for Secondary Education and Transition (NASET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool.

Of the five NASET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 2005-06. The three priorities identified are:

**SCHOOLING:** In order to perform at optimal levels in all educational settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. Often this occurs without the input from agencies outside of education. Arkansas needs to include other agencies in its school planning to ensure the educational process provides: career and technical programs that are based on professional and industry standards; common performance measures; and individualized transition plans that lead to positive post-school outcomes.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**CAREER PREPARATORY EXPERIENCES:** Arkansas needs to bring together multi-agency programs to better serve youth with disabilities in the following areas: finding, formally requesting and securing appropriate supports and reasonable accommodations in education, training and employment settings; career assessments to help identify students' school and post-school preferences and interests; structured exposure to post-secondary educational and other life-long learning opportunities; exposure to career opportunity requirements including information about entry requirements, educational requirements, income and benefits potential and asset accumulation; and, improved job-seeking skills and basic work-place skills.

**CONNECTING ACTIVITIES:** Improve interagency collaboration through: exploration of additional ways to collaborate (e.g., joint training, data sharing, interagency transition conferences, and in fund coordination); development of a comprehensive plan for communication and the dissemination of transition information for youth with disabilities; expansion of training and technical assistance.

The State is using staff and resources of the National Collaborative on Workforce and Disability for Youth for additional technical assistance related to identifying needed planning partners centering on transportation, housing, and technology. The State is also using staff funded through Title VI-B set-aside dollars to offer student-specific interventions. These staff members are accessed through the Special Education website request for services process known as "CIRCUIT" (<http://arksped.k12.ar.us/sections/circuit.html>).

As explained on the CIRCUIT web page, the IDEA authorizes State activities to Local Education Agencies (LEA), 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. Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. It is anticipated that CIRCUIT will provide school personnel and parents with an easy access process to obtain support for students with disabilities at risk of dropping out.

The State is using technology, as well, to offer technical assistance resources to students, school personnel, and parents through the new website HighSchoolMatters.com (<http://www.highschoolmatters.com>). This web resource offers Arkansas-specific information on college, employment, community resources, and self-determination. HighSchoolMatters.com will become a rich resource for offering practical guidance on strategies for staying in school and making the most of the secondary educational experience.

**FFY 2006 (2006-2007)** In addition to developing school-centered strategies begun in 2005-06, the State intends to apply through the National Governor's Association Center for Best Practices for the Academy on Improving Outcomes for Young Adults with Disabilities. Through the Academy, substantial gaps and overlaps in agency programs, particularly in relation to service needs, services provided, and cross-agency performance standards will be addressed.

It is clear that youth with disabilities are underutilizing core services available in the state and that graduation and dropout indicators will improve if this can be effectively addressed. At the State level, Arkansas needs to identify and braid individual funding streams targeted to serving these youth. There is no blueprint to guide local areas that are ready, willing and able to begin co-locating and integrating services.

One of the products of this activity will be the development of a State Resource Map for identified agencies serving Arkansas youth between the ages of 14 and 30. For a student to graduate and to have a good

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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experience in the world of work, the amount and type of preparation that leads to employment can make the difference between success and failure. The changing nature of the job market makes employment more difficult to obtain without specific skills. There are many resources available to students, teachers, counselors and transition coordinators to aid in the postsecondary and career planning process. The problem is that the resources lack integration and are often not user-friendly. Through the Academy, Arkansas hopes to create a comprehensive, integrated and self-directed tool for the student that interfaces aptitudes as determined from test scores and grades, interests, and skills with current Labor Market Information and Occupational Trends. By matching individual skills and aptitudes with career educational and skill requirements, youth with disabilities will identify realistic career goals, including entry into postsecondary educational settings.

An additional activity for 2006-07 will be the development of more vibrant public/private partnerships designed to offer local support for meaningful youth placements in local economies and postsecondary educational settings. A non-profit organization will be created, to be named "Partners in Transition", that will pursue private sector and foundation funding to offer community and student-specific economic incentives, including postsecondary financial assistance. The Partners in Transition organization will work with state and local agencies to develop programs and strategies related to improving dropout and graduation rates and post-school outcomes, strategies to improve graduation rates for students with severe and multiple disabilities, and the use of technology to facilitate student outcomes.

The CIRCUIT service request process will be expanded to offer earlier interventions for students at risk of dropping out. HighSchoolMatters.com will expand to offer greater interactivity between state-level and local education and employment personnel.

Today all students are expected to graduate from high school. Yet, hundreds of thousands in the United States leave school early each year without a diploma (National Center for Education Statistics, 2002). Researchers have identified ninth grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school. According to the 2005-06 dropout data from the State's Student Information System (SIS) 1,018 ninth graders did not re-enroll for the 2006-07 school year.

Based on the present data, a longitudinal cohort of ninth graders will be established beginning with the 2007-08 school year and will be known as the Changing Outcomes through Retention Elements (C.O.R.E.) project. C.O.R.E will include all public school districts, open-enrollment charter schools, and state-operated educational programs. Student performance data will be collected through the SIS in November 2007 for the identification of students failing one or more classes during the initial grading period. Districts, working with the P.O.I.S.E. Technical Advisory Teams, will administer universal interventions (Response to Intervention) for a period of time not to exceed 10 weeks. A second student performance data collection will be conducted through the SIS in February 15, 2008 to identify students having failed the semester. Once student have been identified as failing the semester, districts will administer targeted interventions (Intervention Prevention) with additional individualized student-centered supports not to exceed 20 weeks. All interventions will be tracked to determine effectiveness to student performance. The P.O.I.S.E. Technical Advisory Teams will coordinate interventions based upon disaggregated data.

**FFY 2007 (2007-2008)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in 2006-07. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. CIRCUIT and HighSchoolMatters.com will continue to be utilized as

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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vehicles for improving dropout indicators. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2008 (2008-2009)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving dropout indicators. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2009 (2009-2010)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be implemented statewide. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving dropout indicators. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

**FFY 2010 (2010-2011)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be operational statewide. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving dropout indicators. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

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## Monitoring Priority: FAPE in the LRE

### Indicator 03: Assessment

Participation and performance of children with disabilities on statewide assessments:

- A) Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for the disability subgroup
- B) Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards
- C) Proficiency rate for children with IEPs against grade level standards and alternate achievement standards (20 U.S.C. 1416(a)(3)(A))

### Measurement

#### A) AYP

Percent = Number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts that have a disability subgroup that meets the State's minimum "n" size in the State times 100.

#### B) Participation

- a. Number of children with IEPs in assessed grades
- b. Number of children with IEPs in regular assessment with no accommodations (percent =  $b$  divided by  $a$  times 100)
- c. Number of children with IEPs in regular assessment with accommodations (percent =  $c$  divided by  $a$  times 100)
- d. Number of children with IEPs in alternate assessment against grade level achievement standards (percent =  $d$  divided by  $a$  times 100)
- e. Number of children with IEPs in alternate assessment by alternate achievement standards (percent =  $e$  divided by  $a$  times 100)

Number of students not tested and the reasons why

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above

Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

#### C) Proficiency Rate

- a. Number of children with IEPs in assessed grades
- b. Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $b$  divided by  $a$  times 100)
- c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent =  $c$  divided by  $a$  times 100)
- d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent =  $d$  divided by  $a$  times 100)
- e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent =  $e$  divided by  $a$  times 100)

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above

Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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

All students with disabilities participate annually in statewide criterion referenced assessments in mathematics and literacy, in the assessed grades of 3, 4, 5, 6, 7, and 8. Students in grade 11 are assessed in literacy only. These are the same assessments used for reporting No Child Left Behind (NCLB). These assessments are based on the State curriculum frameworks for both general education and special education students. Students with disabilities may take the exams with or without the allowed accommodations. End of course exams are given in Algebra and Geometry. Annual assessments in mathematics and literacy using an alternate portfolio will be administered to eligible special education students in grades 3, 4, 5, 6, 7, 8 and 11. These alternate portfolio assessments are for students who meet the criteria established for students with a significant cognitive disability. Each student must meet the eligibility for the alternate portfolio as determined through evaluations, observations, and through the student IEP conferences. This eligibility must be reflected in the student's current IEP.

After 5 years of testing students in grades 4, 6, 8, and 11 on the statewide benchmark exams, the State added the grades of 3, 5, and 7 for the 2004-2005 school year. Previous standards and cut scores were set and calculated using only the scores from students in grades of 4, 6, 8, and 11. New cut scores were established in the 2004-2005 school year to encompass the new grades of 3, 5, and 7.

This psychometric re-setting of the scores created a major difference in the resulting rankings of the 2004-2005 test scores. Previous cut scores were based on a scale score while the new cut scores are based on the raw score; thus, producing a pronounced drop in the percentage of students reaching proficiency. With cut scores now based on raw score, the increased number of grades tested, and the increased numbers of students participating in the assessments, it is not possible to make any comparison of the scores prior to 2004-2005.

**Determining the Minimum n**

The minimum n, established for NCLB reporting, is 40 or 5% of total school enrollment. Because the cut-points are calculated by AYP group (K-5, 6-8, 9-12) these minimum n's were calculated by summing the enrollment of all the schools within each AYP group for each district.

For example, District A had 5 schools,

- 1) a K-4 with 200 students enrolled
- 2) a 3-5 with 100 students enrolled
- 3) a 5-8 with 400 students enrolled
- 4) a 4-8 with 500 students enrolled
- 5) a 9-12 with 1000 students enrolled

Schools 1 and 2 are both within the K-5 grouping for AYP, and therefore the district-level K-5 enrollment would be  $200+100=300$ . For the K-5 AYP group, the minimum n would remain 40. Schools 3 and 4 are both within the 6-8 grouping for AYP, and therefore the district-level 6-8 enrollment would be  $400+500=900$ . For the 6-8 AYP group, the minimum n would be 5% of 900 or 45 students. School 5 would be in the 9-12 AYP grouping, and therefore the district-level 9-12 enrollment would be 1000, and hence a minimum n of 50.

Additionally, when determining how many districts met the minimum n for special education students it is important to examine each subject separately, because different numbers of students will take a literacy and a mathematics assessment within each district as a result of the End of Course exams.

**Determining AYP Progress for the Disability Subgroup (children with IEPs)**

The Percent Proficient in literacy and mathematics was then calculated for each AYP group within the district ( $n=40$ ). For example, the number of non-mobile students with disability codes who attempted the

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

literacy assessment at schools 1 and 2 divides the number of non-mobile students with disability codes who were proficient in literacy at schools 1 and 2. If this number was greater than the percent required to meet standards for K-5 literacy, then the district was identified as meeting standards for K-5 special education literacy. It is important to note that Safe Harbor Eligibility was not considered.

**Baseline Data for FFY 2004 (2004-2005)**

**A) AYP**

Percent = Number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts in the State times 100.

**Literacy**

Grade Level	# of districts with AYP subgroups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	5	0	0.00%
6-8	32	1	3.13%
9-12	7	0	0.00%
<b>All Grades</b>	<b>44</b>	<b>1</b>	<b>2.27%</b>

**Mathematics**

Grade Level	# of districts with AYP sub groups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	5	0	0.00%
6-8	42	8	19.05%
9-12	27	16	59.26%
<b>All Grades</b>	<b>74</b>	<b>24</b>	<b>32.43%</b>

**B) Participation**

- a. Number of children with IEPs in grades assessed: 31,622
- b. Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100): 9,490
- c. Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100): 18,069
- d. Number of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100): Not applicable
- e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100): 2,628

Number of students not tested and the reasons why: 1,435

Students not tested were located in residential treatment facilities, juvenile detention centers, were hospital/homebound, served in private schools, absent during testing and the make-up period, or determined to be too medically fragile to be assessed.

Overall Participation Percent = (9,490 + 18,069 + 0 + 2,628) divided by a: 95.46%

**C) Performance Proficiency**

**Proficiency Rate: Literacy**

- a. Number of children with IEPs assessed in grades assessed: 30,184
- b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by times 100): 1,415 or 4.69%
- c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by times 100): 611 or 2.02%



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

- d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by times 100): Not applicable
- e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by times 100): 802 or 2.66%

Overall Proficiency Percent = (b + c + d + e) divided by a = 9.37%

**Proficiency Rate: Mathematics**

- a. Number of children with IEPs assessed in grades assessed: 27,053
- b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by times 100): 1,488 or 5.50%
- c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by times 100): 1,233 or 4.56%
- d. Number of children with IEPs in grades assessed who are proficient or above as measured against the alternate assessment against grade level standards (percent = d divided by a times 100): Not applicable
- e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100): 624 or 2.31%

Overall Proficiency Percent = (b + c + d + e) divided by a = 12.36%

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p><b>AYP</b></p> <p><b>Literacy</b></p> <p>In the grade level group of K-5 zero of five districts met AYP objectives (0%). Similarly, the grade level group of 9-12 yielded zero of 7 districts meeting AYP objectives (0%). While the grade level group of 6-8 had one of 32 districts reach AYP objectives (3.13%).</p> <p>For literacy in 2004-05, there were 44 districts with a reportable disability subgroup. One district met the State AYP objectives resulting in 2.27% of districts meeting AYP objectives.</p> <p><b>Mathematics</b></p> <p>In the grade level group of K-5 zero of five districts met AYP objectives (0%). While the grade level group of 6-8 had eight of 42 districts reach AYP objectives (19.05%). Furthermore, the grade level group of 9-12 yielded 16 of 27 districts meeting AYP objectives (59.26%).</p> <p>For mathematics in 2004-05, there were 74 districts with a reportable disability subgroup. Of which 24 districts met the State AYP objectives resulting in 32.43 %.</p> <p><b>Assessment Participation</b></p> <p><b>Regular Assessment Participation</b></p> <p>The benchmark for measuring this performance target is that by the year 2005, 95 % of all students with disabilities will participate in the State assessment program, with or without accommodations. The average participation rate for students with disabilities in Grades 3, 4, 5, 6, 7, 8, and 11 is 95.46%.</p> <p>After 5 years of testing students in grades 4, 6, 8, and 11 on the statewide benchmark exams,</p>

the State added the grades of 3, 5, and 7 for the 2004-2005 school year. Previous standards and cut scores were set and calculated using only the scores from students in grades of 4, 6, 8, and 11. New cut scores were established in the 2004-2005 school year to encompass the new grades of 3, 5, and 7.

This psychometric re-setting of the scores created a major difference in the resulting rankings of the 2004-2005 test scores. Scores prior to 2004-2005 were considerably higher; therefore, the drop produced by the new scoring levels was pronounced. With the increased number of grades tested and the increased numbers of students participating in the assessments, the scores for 2004-2005 became the new baseline for performance and participation. It is not possible now to make any comparison of the scores prior to 2004-2005 with the new scale score for a variety of psychometric reasons.

#### **Alternate Assessment Participation**

For each grade level assessment offered through the benchmark in literacy and mathematics, an alternate assessment in the form of a portfolio assessment is offered for those students who have a significant cognitive disability (SCD). Eligibility criteria have been established for determining those students with a SCD. Only those students identified through their IEPs as eligible for an alternate assessment are permitted to be assessed with the alternate portfolio. All scores in the alternate portfolio are calculated against alternate achievement standards. The alternate achievement standards produce 5 performance levels against a predetermined rubric. These performance levels are Independent, Supportive Independence, Functional Independence, Emerging and Not Evident. Scores in the Independent level and Functional Independent level are equated to proficiency on the regular benchmark exams. All other performance levels are considered less than proficient for AYP purposes.

#### **Performance Proficiency**

The percentage of students who receive special education services that reach performance proficiency is 20 to 30 percentage points lower than all students in the State. However, the percentage of students who reach performance proficiency should increase at the same rate as for all students under AYP progress. It will be a challenge for the percentage of special education students to match the percentage of all students reaching performance proficiency.

#### **Regular Assessment With and Without Accommodations Performance Results**

Performance results for the 2004-05 school year become baseline for accountability purposes since they were calculated on the new populations of grades and students tested. Prior scores were for students in grades 4, 6, 8, and 11. The new 2004-05 standards were set and the cut scores based on students in grades 3, 4, 5, 6, 7, 8, and 11. There is no data for comparison so the scores presented here will be used for future comparisons.

Students were assessed on the benchmark exam in the areas of literacy and math in grades 3-8 and literacy only in grade 11. Based on a total of 27,556 students taking the benchmark exam, there was a 6.76% proficiency rate statewide for students with disabilities in literacy for the year 2004-2005. The rate for proficiency ranged from 14.40% to 4.30% for grades 3-8 with stronger rates being in the earlier grade levels.

There were 24,425 students taking the mathematics portion of the exam. The statewide average for students proficient in mathematics for grades 3-8 was an average of 12.02%. These scores ranged from 29.47% to 3.49%. The stronger scores were seen in the early

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>grades, due primarily to the extreme emphasis which has been given in the early grades to intervention and supplemental programming in mathematics.</p> <p><b>Alternate Assessment Results</b> The addition of grades 3, 5, and 7 to the alternate assessments again required a rescaling of the cut scores for the 2004-2005 school year. Scores for the previous 5 years had showed rapid gains toward proficiency; however, the new scores cannot be compared to the old ones, creating a new baseline for the 2004-05 school year.</p> <p>There were 2628 students assessed with an alternate portfolio in grades 3-8 and 11 for the 2004-05 school year. These portfolios were scored against alternate achievement standards by an outside vendor. The areas of literacy and mathematics were assessed in the portfolio the same as for the benchmarks. The average score of Independence or proficient on the portfolio was 26.8% for all grades in mathematics and 29.16 in literacy. These scores ranged from 26% to 28% in mathematics and from 15% to 33% in literacy.</p> <p>Scores for literacy improved each year from the earliest grades to grade 8. There was no pattern in mathematics with all of the scores fairly equal across all the grades.</p>
<p><b>FFY 2005 (2005-2006)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 9.0%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 36.48%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2005-06 is 13.17%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2005-06 is 18.54%.</p>
<p><b>FFY 2006 (2006-2007)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 15.91%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 40.54%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2006-07 is 19.58%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2006-07 is 25.06%.</p>
<p><b>FFY 2007 (2007-2008)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 22.73.0%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 44.59%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2007-08 is 25.99%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2007-08 is 31.58%.</p>
<p><b>FFY 2008 (2008-2009)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 29.55%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 48.65%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2008-09 is 32.40%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2008-09 is 38.10%.</p>
<p><b>FFY 2009 (2009-2010)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 38.64%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 52.70%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2009-10 is 38.81%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2009-10 is 44.62%.</p>
<p><b>FFY 2010 (2010-2011)</b></p>	<p><b>AYP</b> <b>Literacy:</b> The percent of districts meeting AYP objectives will be 45.45%. <b>Mathematics:</b> The percent of districts meeting AYP objectives will be 56.76%.</p> <p><b>Participation</b> The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b> The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2010-11 is 45.22%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2010-11 is 51.14%.</p>

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The staff of the Special Education Unit and the ADE Accountability Unit in the Department of Education will combine efforts to explain the rationale and consequences of the new rating

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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scale. While it appears that the students made little to no progress toward proficiency, this is not truly the case. The use of the new scoring standard caused all of the scores to be dramatically lower, thus creating a new baseline for future comparisons.

The participation rate has shown an improvement and the expected 95% has been attained. District personnel will be trained by staff of the Special Education Unit and the ADE Accountability Unit in the proper accounting and coding procedures to assure that this level of participation does not decrease.

Regional training by staff of the Special Education Unit and the ADE Accountability Unit for test coordinators, special education supervisors and other staff persons will be held in both the fall and spring. During these sessions, explicit directions will be given on proper test administration and portfolio preparation. A CD/DVD will be given to each of the participants in the training to serve as a refresher when they return to their classrooms and prepare for the assessments.

Training by staff of the Special Education Unit and the ADE Accountability Unit on the proper use of accommodations on the benchmark will be given to all persons involved in the administration of the exams. The publication, "Guidebook for Assessment Accommodations for Students with Disabilities" will be utilized for this training.

Since the benchmark exams are based on the State's curriculum frameworks and content standards, additional training sessions will be given with an emphasis on curriculum based instruction and standards performance.

Test taking skills will be emphasized in the classroom and practice exams will be utilized in all grades.

With the new baseline data for all students involved in the assessment program, it will be easier to track actual individual students and their progress from grade to grade. By utilizing the E Guide, individual test item analysis is available. Teachers and administrators will be encouraged by staff of the Special Education Unit and the ADE Accountability Unit to use this data in an effort to determine how scores are reported, which items and which standards are being missed and by which students.

Summer camps conducted by staff of the Special Education Unit and the ADE Accountability Unit will be held to assist general and special educators in implementing research based literacy interventions more effectively.

Staff funded by the State Improvement Grant (SIG) will continue to provide on-site consultation in Arkansas elementary schools, their feeder middle schools and high schools to ensure special educators have the training and expertise to provide consultation to general education teachers in implementing scientifically based literacy interventions to students with disabilities.

SIG activities will continue to focus on improving student achievement.

**FFY 2006 (2006-2007)** Training of district personnel in test administration and portfolio preparation will be conducted by staff of the Special Education Unit in the fall of 2006 and in the spring of 2007. Training in standards-based curriculum and assessment will be given in the fall of 2006 to all special education teachers.

Training modules will be developed by staff of the Special Education Unit for parents of students with disabilities designed to train a network of parents to mentor other parents on working with their children at home in the area of literacy.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Staff funded by the State Improvement Grant will continue to provide on-site consultation in Arkansas elementary schools, their feeder middle schools and high schools to ensure special educators have the training and expertise to provide consultation to general education teachers in implementing scientifically based literacy interventions to students with disabilities.

SIG activities will continue to focus on improving student achievement.

**FFY 2007 (2007-2008)** Training of district personnel in test administration and portfolio preparation will be conducted in the fall of 2007 and in the spring of 2008 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be given in the fall of 2007 to all special education teachers.

Staff of the Special Education Unit will implement Literacy Intervention Training Modules addressing the five essential elements of literacy developed for special education teachers statewide.

Staff funded by the State Improvement Grant will continue to provide on-site consultation in Arkansas elementary schools, their feeder middle schools and high schools to ensure special educators have the training and expertise to provide consultation to general education teachers in implementing scientifically based literacy interventions to students with disabilities.

SIG activities will continue to focus on improving student achievement.

**FFY 2008 (2008-2009)** Training of district personnel in test administration and portfolio preparation will be conducted in the fall of 2008 and in the spring of 2009 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be given in the fall of 2008 to all special education teachers.

**FFY 2009 (2009-2010)** Training of district personnel in test administration and portfolio preparation will be conducted in the fall of 2009 and in the spring of 2010 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be given in the fall of 2009 to all special education teachers.

**FFY 2010 (2010-2011)** Training of district personnel in test administration and portfolio preparation will be conducted in the fall of 2010 and in the spring of 2011 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be given in the fall of 2010 to all special education teachers.



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**Monitoring Priority: FAPE in the LRE**

**Indicator 04: Suspension/Expulsion**

- A) Percent of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
- B) Percent of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race and ethnicity (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement**

- A) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100.
- B) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100.

Include State’s definition of “significant discrepancy.”

Arkansas collects discipline data for all students through the Arkansas Public School Computer Network (APSCN) at the building level. Discipline data are submitted to APSCN during Cycle 7 (June) each year. Upon closing the cycle, the ADE Special Education Unit receives two data pulls, one for special education students by race and one for all students by race meeting the greater than 10 days out-of school suspensions or expulsions reporting requirement; thus, allowing for comparative analysis.

Formula: Suspension/expulsion rate for special education – Suspension/expulsion rate for all students = Difference between Special Education & District.

In addition, a risk ratio is calculated to identify if any district is suspending or expelling black students at a greater rate than non-black students.

A four-year moving average was used to project suspension/expulsion rates through 2011. A comparison between mean and median found no discernable difference; therefore, the mean was used to facilitate comparisons with past reporting. Variability in estimates is in part an artifact of historical data quality as well as the methodology. As data quality improves, more rigorous targets will be set.

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

While districts across the State should be suspending or expelling small numbers of students for each school year regardless of their status, the percentage of special education students being suspended or expelled annually in a district should not significantly differ from those general education students in the district who are suspended or expelled. Thus, it is important to ensure that similar percentages of special education and general education students in a district are receiving school suspensions or expulsions each year.

Arkansas collects discipline data for all students through the APSCN at the building level. Discipline data are submitted to APSCN during Cycle 7 (June) each year. Upon closing the cycle, special education receives a data pull for all students meeting the greater than 10 days out-of school suspensions or expulsions reporting requirement; thus, allowing for comparative analysis.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The special education benchmark for suspension/expulsion (s/e) rate is the three-year difference between district and special education greater than 10 days out-of-school suspension/expulsion rates. The statewide three-year average s/e rate for special education is 1.13%. The statewide three-year average s/e rate for districts is 1.04%. Comparing the average for districts and special education shows a 0.09% difference, with a standard deviation of 1.15%. The trigger for this indicator is one standard deviation beyond the average difference for the State, or the mean difference (0.09%) plus one standard deviation (1.15%) or 1.24%. Thus, any district that suspends or expels 1.24% more of its special education students than all students will be identified for possible focused monitoring on this indicator.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district suspension/expulsion data via the Focused Monitoring Profiles to ascertain a district's status with regard to discipline. Each district that triggers on the Focused Monitoring Profiles is required to include an action plan in the district's submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about suspension/expulsion, the monitoring staff works with the districts to develop their ACSIP plans.

While each local education agency sets its own discipline policy, they are also required to follow the special education rules and regulations. In addition, student level uniform reporting is required through the APSCN which includes:

Date of Discipline - The date upon which the disciplinary action for an offense begins

Duration of Disciplinary Action - The number of days of the disciplinary action

Infraction – The code that best describes the violation or infraction:

01 = Drugs	06 = Staff Assault	11 = Club	16 = Explosives
02 = Alcohol	07 = Knife	12 = Gangs	17 = Other
03 = Tobacco	08 = Handgun	13 = Vandalism	18 = Bullying
04 = Truancy	09 = Rifle	14 = Insubordination	
05 = Student Assault	10 = Shotgun	15 = Disorderly Conduct	

General Action Taken – The punitive action taken by the school authority or court authority to reprimand the student after an offense is committed as:

01 = In-School Suspension	07 = No Action
02 = Out-of-School Suspension (Not to exceed 10 days)	08 = Alternative Learning Environment
03 = Expelled (Does not include weapons or drugs)	09 = Expelled for Drugs
04 = Expelled for Weapons	10 = Expelled for Dangerousness with substantial likelihood of causing bodily harm
05 = Corporal Punishment	
06 = Other	

Shortened Expulsion – Was the expulsion (action-taken =03 or 04) reported for infractions 08, 09, 10 or 16 shortened to a term of less than one year by the chief administering officer under the case-by case modification provisions of Section 14601 (b) of the Gun Free School Act?

Alternative Placement – Was the expulsion (action-taken =03 or 04) reported and referred to an alternative school or program?

Student Status – Enter the appropriate code designating student status at the time of this infraction.

RG = Regular Student

SP = Special Education Student

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Baseline Data for FFY 2004 (2004-2005)**

- A) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 6.15%.
- B) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100.  
**This is a NEW indicator and will be reported in February 2007.**

**Discussion of Baseline Data**

<b>FFY 2004 (2004-2005)</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>The suspension/expulsion rate historically has been higher for students receiving special education and related services than the rate for all students. In 2005 the special education rate is only 0.03 percentage points from equaling the rate for all students.</p> <p>In 2005, the unduplicated count of students suspended or expelled for greater than 10 days was 438. The focused monitoring suspension/expulsion trigger identified 16 or 6 % of districts for possible monitoring. Each district that triggers is required to include an action plan in the district's submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about suspension/expulsion, the monitoring staff works with the districts to develop their ACSIP plans.</p> <p>In addition, the Special Education Unit has been the leader throughout Arkansas in promoting school-based mental health programs for children with and without disabilities and school-based positive behavioral support programs through the State Improvement Grant (SIG). Furthermore, districts are analyzing their discipline data to assist in the identification of students for school based mental health services.</p>
<b>FFY 2005 (2005-2006)</b>	<p>A) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 3.5%.</p> <p>In 2006, the unduplicated count of students suspended or expelled for greater than 10 days was 661. The focused monitoring suspension/expulsion trigger identified 23 or 9.06% of districts for possible monitoring. Each district that triggers is required to include an action plan in the district's submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about suspension/expulsion, the monitoring staff works with the districts to develop their ACSIP plans.</p> <p>A change in data protocol in 2005-06 may have led to the increase from previous years. Arkansas Department of Education collects all data elements at the student level; however, in past years the Special Education Unit received aggregated data-LEA student counts greater than 10 days by race. The implementation of receiving student level discipline data allowed the IDEA Data &amp; Research Office to identify many anomalies in the data set. If this change had not occurred, Arkansas would have met the target.</p> <p>B) Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100: 5.91%.</p> <p>In 2005-06, 5.91% or 15 districts were identified by the State as having significant discrepancies in the rates of suspension and expulsions of children with disabilities by race/ethnicity for greater than 10 days in a school year using the risk ratio methodology. Eleven of the 15 districts were identified as having significant discrepancies in the rate of suspensions and expulsions of black students and four districts for white (non-Hispanic students):</p> <ul style="list-style-type: none"> <li>• American Indian/Alaskan Native 0.00%</li> <li>• Asian/Pacific Islander 0.00%</li> <li>• Black (non-Hispanic) 4.33%</li> <li>• Hispanic or Latino 0.00%</li> <li>• White (non-Hispanic) 1.57%</li> </ul>
<p><b>FFY 2006 (2006-2007)</b></p>	<p><b>A)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 3.5%.</p> <p><b>B)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100: 5.90%.</p>
<p><b>FFY 2007 (2007-2008)</b></p>	<p><b>A)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 3.9%.</p> <p><b>B)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by the number of districts in the State times 100: 5.80%.</p>
<p><b>FFY 2008 (2008-2009)</b></p>	<p><b>A)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 4.30%.</p> <p><b>B)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100: 5.70%.</p>
<p><b>FFY 2009 (2009-2010)</b></p>	<p><b>A)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 3.10%.</p> <p><b>B)</b> Percent = the number of districts identified by the State as having significant</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100: 5.60%.
<b>FFY 2010 (2010-2011)</b>	<p><b>A)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 3.9%.</p> <p><b>B)</b> Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100: 5.50%.</p>

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** In 2005-06, 15 school districts triggered on the significant discrepancy suspension/expulsion indicator. These districts have been instructed to include suspension/expulsion strategies in their ACSIP process for addressing excessive restrictive placements. In addition, training by the ADE will target these districts. A large part of the training effort with school districts is the focus on an understanding of discipline decisions and other aspects of special education performance.

The ADE will also continue the expansion of the School-Based Mental Health (SBMH) Network beyond the 60 districts currently participating. Data collected from Network school districts indicate a direct correlation between the provision of school-based mental health services and discipline referrals.

The ADE will expand the Focused Monitoring Profiles to include weighted risk ratios for the black, white, and Hispanic racial/ethnic groups.

In addition, data collection procedures will change to student level instead of aggregated.

SIG activities addressing positive behavior supports will continue to work on reducing the number of discipline referrals.

**FFY 2006 (2006-2007)** The ADE will continue to use discipline indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. The SBMH Network will continue to expand statewide.

SIG activities addressing positive behavior supports will continue to work on reducing the number of discipline referrals.

**FFY 2007 (2007-2008)** The ADE will continue to use discipline indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. The SBMH Network will continue to expand statewide.

SIG activities addressing positive behavior supports will continue to work on reducing the number of discipline referrals.

**FFY 2008 (2008-2009)** The ADE will continue to use discipline indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. The SBMH Network will continue to expand statewide.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2009 (2009-2010)** The ADE will continue to use discipline indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. The SBMH Network will continue to expand statewide.

**FFY 2010 (2010-2011)** The ADE will continue to use discipline indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. The SBMH Network will continue to expand statewide.



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**Monitoring Priority: FAPE in the LRE**

**Indicator 05: School Age LRE**

Percent of Children with IEPs aged 6 through 21:

- A) Removed from regular class less than 21% of the day
- B) Removed from regular class greater than 60% of the day
- C) Served in public or private separate schools, residential placements, or homebound or hospital placements. (20 U.S.C. 1416(a)(3)(A))

**Measurement**

- A) Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100.
- B) Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100.
- C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100.

A four-year moving average of the percent change was used to calculate the 6-21 Least Restrictive Environment (LRE) projection rates through 2011. Variability in estimates is in part an artifact of historical data quality as well as the methodology. As data quality improves, more rigorous targets will be set.

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

Special education students should receive support and services, to the greatest extent possible, in general education classes. Thus, the U.S. Department of Education’s Office of Special Education Programs is tracking the number of special education students in school districts who receive special education outside the regular classroom less than 21% of the school day (“regular class” placement).

In 2002-03, the ADE initiated Continuous Improvement Focused Monitoring (CIFM) system designed to identify school districts in significant need of special education improvement. LRE was developed as an area of emphasis, with triggers developed and applied to those districts with significant discrepancies compared to other Arkansas school districts.

The benchmark for LRE is the three-year state average of the proportion of special education students, grades K-12, receiving special education outside the regular classroom less than 21% of the school day. The statewide average for “regular class” placement was 40.71% in 2001-02, 41.09% in 2002-03, and 43.21% in 2003-04. The three-year state average for LRE is 41.67%, with a standard deviation of 16.54.

The trigger for this indicator is one standard deviation below the State average, or the State average (41.67%) minus one standard deviation (16.54) or 25.13%. Thus, any district that has 25.13% or fewer of its special education students served outside the regular classroom less than 21% of the school day will be identified for focused monitoring on this indicator.

Arkansas does not trigger on “Other” educational placements categories; however, the Monitoring and Program Effectiveness Section reviews other settings for irregularities via the child count data and while conducting on-site folder reviews.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district LRE data via the Focused Monitoring Profiles to ascertain a district’s status with regard to LRE. Each district that triggers

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

on the Focused Monitoring Profiles is required to include an action plan in the district's submission of the Arkansas Comprehensive School Improvement Plan (ACSIP). To address the localized concerns about LRE, the monitoring staff works with the districts to develop their ACSIP plans.

**Baseline Data for FFY 2004 (2004-2005)**

**A)** Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100:  
 $(25,055/56,449) \times 100 = 44.39\%$

**B)** Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100:  
 $(7073/56,449) \times 100 = 12.53\%$

**C)** Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100:  
 $1,455/56449 = 2.58\%$

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>The percentage of children serviced in the regular class 80% or more of the day is 44.39%; which is consistent with previous years. The number of students spending more than 60% of their day outside the regular class has decreased (7.78%) as more students are being served in the resource room (21% to 60% of time outside the regular class): 38.79%. Further, students in other placements are remaining static at 2.58%.</p> <p>The analysis of 2004-05 baseline data and projections forward to 2011 in general indicate an ever-decreasing percentage of students educated in more restrictive settings. The measurable and rigorous target for each federal fiscal year is shown below.</p>
<b>FFY 2005 (2005-2006)</b>	<p><b>A)</b> Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 46.33%.</p> <p><b>B)</b> Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.53%.</p> <p><b>C)</b> Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.58%.</p>
<b>FFY 2006 (2006-2007)</b>	<p><b>A)</b> Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 48.91%.</p> <p><b>B)</b> Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.52%.</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.58%.</p>
<b>FFY 2007 (2007-2008)</b>	<p>A) Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 51.49%.</p> <p>B) Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.52%.</p> <p>C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.57%.</p>
<b>FFY 2008 (2008-2009)</b>	<p>A) Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 54.29%.</p> <p>B) Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.52%.</p> <p>C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.57%.</p>
<b>FFY 2009 (2009-2010)</b>	<p>A) Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 56.93%.</p> <p>B) Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.51%.</p> <p>C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.56%.</p>
<b>FFY 2010 (2010-2011)</b>	<p>A) Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 59.77%.</p> <p>B) Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.51%.</p> <p>C) Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.56%.</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** In 2005-06, 17 school districts have triggered on the LRE indicator. These districts have been instructed to include LRE in their ACSIP process for addressing excessive restrictive placements. In addition, training by the SEA will target these districts. A large part of the training effort with school districts is the focus on an understanding of placement decisions and other aspects of special education performance.

By including LRE indicators as an area of focus during 2005-06, the SEA and local districts will develop local strategies for addressing placement decisions within the context of overall school improvement, provider qualifications, and academic performance. These strategies will include recommendations for:

- Pre-service training for all teachers that emphasizes educating students with disabilities in general education settings.
- Ongoing professional development that ensures general classroom teachers has the skills and knowledge to work with students with a range of disabilities.
- Focus on high quality curriculum instruction for all students.
- Policies and procedures emphasizing collaboration between general and special education teachers.
- Use of up to 15 percent of Title VI-B funds for Early Intervening Services tied to addressing school district excessive restrictive placements.

The Arkansas State Improvement Grant (SIG) will continue tracking the LRE of students participating in Goal 1 Literacy. (A target of the SIG is to analyze if students in schools participating in Goal 1: Literacy, are moving from more restrictive environment to a lesser restrictive environment.)

**FFY 2006 (2006-2007)** The ADE will continue to use LRE indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). In addition, the Monitoring Program Effectiveness (M/PE) Section will review each ACSIP and work with districts to ensure they are calculating the percentage of time accurately.

The Arkansas State Improvement Grant (SIG) will continue promoting more inclusive practices. A target of the SIG is to analyze if students in schools participating in Goal 1: Literacy, are moving from a more restrictive environment to a lesser restrictive environment. The SIG will continue tracking the LRE of students participating in Goal 1 Literacy.

Additionally, in support of LRE, the State Program Development (SPD) Section of the SEU will coordinate and conduct training for higher education teacher preparation faculty to assist with the support, services, and trainings for universities, public school, and higher education educators, and others for the systemic change for inclusion. To prepare pre-service teachers to meet the needs of developmentally disable students, the inclusion of specific instructional strategies in teacher preparation curricula training needs to be provided to higher education teacher preparation faculty in a comprehensive, systemic manner. Research based strategies, Content Enhancement Routines, and Learning Strategies Routines developed by the University of Kansas Center for Research on Learning (KU-CRL) will be utilized as the primary comprehensive intervention model. The intervention model is called the Strategic Instruction Model (SIM). To implement the training, all 18 of Arkansas Colleges of Education in collaboration with Colleges of Arts and Sciences preparing teacher educators will receive an application for participation in an initial four day training, with two days of follow up. There will be eight teams of four faculty members comprised of two general educators and two special educators selected to attend this comprehensive, systemic intervention model training. Fulfilling this goal will dramatically increase the capacity of the State's teacher training institutions to prepare future teachers to use research-based practices for adolescents.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2007 (2007-2008)** The ADE will continue to use LRE indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). In addition, the Monitoring Program Effectiveness (M/PE) Section will review each ACSIP and work with districts to ensure they are calculating the percentage of time accurately.

Arkansas will continue with the SIM project in conjunction with the University of Kansas Center for Research on Learning with an additional school being accepted into the initiative.

The Arkansas State Improvement Grant (SIG) will continue tracking the LRE of students participating in Goal 1 Literacy. An activity of the SIG is to analyze if students in schools participating in Goal 1: Literacy, are moving from more restrictive environment to a lesser restrictive environment.

**FFY 2008 (2008-2009)** The ADE will continue to use LRE indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). In addition, the Monitoring Program Effectiveness (M/PE) Section will review each ACSIP and work with districts to ensure they are calculating the percentage of time accurately.

**FFY 2009 (2009-2010)** The ADE will continue to use LRE indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). In addition, the Monitoring Program Effectiveness (M/PE) Section will review each ACSIP and work with districts to ensure they are calculating the percentage of time accurately.

**FFY 2010 (2010-2011)** The ADE will continue to use LRE indicators as part of the focused monitoring system, providing technical assistance and oversight to districts that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). In addition, the Monitoring Program Effectiveness (M/PE) Section will review each ACSIP and work with districts to ensure they are calculating the percentage of time accurately.

### Monitoring Priority: FAPE in the LRE

**Indicator 06: Preschool LRE**

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (settings are early childhood, home, part-time early childhood/part-time early childhood special education, and reverse mainstream) (20 U.S.C. 1416(a)(3)(A))

**Measurement**

Percent = number of children with IEPs who received special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

A four-year moving average was used to estimate preschool LRE through 2011. Variability in estimates is, in part, an artifact of historical data quality as well as the methodology. As data quality improves, more rigorous targets will be set.

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

Children 3-5 years of age with disabilities are educated with nondisabled peers to the maximum extent appropriate. Research has shown that children with disabilities who are educated with their nondisabled peers acquire knowledge and skills more readily than children with disabilities NOT educated with their nondisabled peers. Failure to expose children with disabilities to their typically developing peers slows their developmental and educational progress.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews early childhood LRE data via the program profile to ascertain an EC programs status with regard to LRE. To address the localized concerns about LRE, the monitoring staff works with the EC programs to develop a corrective action plan.

**Baseline Data for FFY 2004 (2004-2005)**

Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 60.13%

In 2005, 60.13% of preschool children with IEPs receiving special education and related services were served in settings with typically developing peers. Children with IEPs served in early childhood settings were 19.3%, while 39.6% were served in part-time early childhood/part-time early childhood special education. Children served at home were 0.56%, while 0.67% were served in reverse mainstream settings.

Children served in "Other Settings" included 6.15% in early childhood special education settings, 7.14% in itinerant services outside the home, less than 1% in residential, and 26.5% in separate school.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>In 2004-05, early Childhood educational settings are static in the percentage of preschool children served in special education settings, part-time early childhood/part-time special education early childhood, home, and reverse mainstream when compared to 2003-04. The "Other Settings" category has an upward trend, with the greatest increase being seen in separate school.</p> <p>The population of separate school facilities increased 23% in 2005. These facilities are licensed through the Arkansas Department of Health and Human Services Division of Developmental Disabilities Services (DDS) and through an interagency agreement with the</p>



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	ADE provide IDEA special education and related services to these children. The DDS eligibility requirements are more stringent than the Arkansas IDEA eligibility requirements; therefore, children eligible for DDS services are also IDEA eligible. The ADE continues to work closely with DDS to insure these children served in separate school facilities are appropriately placed.
<b>FFY 2005 (2005-2006)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 63.35%.
<b>FFY 2006 (2006-2007)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 63.85%.
<b>FFY 2007 (2007-2008)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 64.33%.
<b>FFY 2008 (2008-2009)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 64.91%.
<b>FFY 2009 (2009-2010)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 64.11%.
<b>FFY 2010 (2010-2011)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 64.30%.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** In 2005-06, the ADE began negotiations with the DHHS DDS agency on a new Memorandum of Understanding (MOU) to strengthen the linkage between DDS and LEAs in the delivery of IDEA preschool services. A key component of the MOU clarifies the process of placement and educational services by stating that

The parties have a common interest in providing children with disabilities, ages 3 to 5, with a free appropriate public education in the least restrictive environment and that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Arkansas Department of Education, Special Education Office, and the Arkansas Department of Health and Human Services, Division of Child Care and Early Childhood Education, began a collaborative effort to pilot a Behavior Intervention initiative in the 2005-2006 school year for preschool students served in the Arkansas Better Chance (ABC) for School Success statewide programs.

In FY 05-06, state funds were transferred to the ADE, Special Education Early Childhood Education appropriation, from the Arkansas Better Chance (ABC) program for at-risk preschool children to pilot a Behavior Intervention Program using regionally-based behavioral specialists as interventionists to facilitate the inclusion of challenging students, including children with developmental disabilities, within the ABC

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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programs. Early outcomes suggested that this was an effective program for early intervention that facilitated keeping challenging students from being expelled or dropped from these preschool programs due to behavioral issues.

**FFY 2006 (2006-2007)** The ADE and DDS will continue to refine the agency coordination processes outlined in the 2005-06 MOU. The ADE will also develop strategies about instructional delivery designs in general education settings and programs that focus on classroom culture and conditions that positively impact student outcomes in a general education preschool setting. The ADE will also emphasize the development of knowledge and skills of special education and general education early childhood educators to facilitate student participation in general education settings.

Technology solutions to facilitate the movement of preschool students from more restrictive to lesser restrictive settings will be implemented for access by preschool providers. Examples of this include the Early Childhood SEASWeb™ application and the web-based referral system ECSPEC. The referral system, the Early Childhood Special Education Coordination system, will facilitate information exchanges and rapid referrals between general education and special education settings.

The early childhood LRE baseline data will be revised in 2006-07 to reflect the changes in federal educational environments. This change will result in new targets for this indicator. Early childhood educational environments will be added to the APSCN special education early childhood module. The data will be collected for the first time in December 2006.

Furthermore, in 2006-07, the DDS programs will report all data directly to ADE via Internet through the MySped Resource application in coordination with the IDEA Data & Research Office at UALR.

In FY 06-07, through the continuing collaboration between state agencies, ADE has funded and deployed a uniform statewide cadre of early childhood behavior intervention specialists supported by state funds to support Arkansas Better Chance (ABC) programs in the areas of behavioral early identification, training in the use of the DECA, direct support to teachers in the areas of classroom interventions and modifications, and coordination of any needed mental health care for the child and family.

**FFY 2007 (2007-2008)** The ADE and DDS will implement fully the agency coordination processes outlined in the 2005-06 MOU. The ADE will take the lead in the implementation of special education instructional delivery strategies in general education settings and in programs designed to develop knowledge and skills transfers between preschool special educators and general education teachers and providers. The ADE will also further refine technology solutions for preschool education programs.

**FFY 2008 (2008-2009)** The ADE and DDS will follow the agency coordination processes outlined in the 2005-06 MOU. The ADE will take the lead in the implementation of special education instructional delivery strategies in general education settings and in programs designed to develop knowledge and skills transfers between preschool special educators and general education teachers and providers. The ADE will also further refine technology solutions for preschool education programs.

**FFY 2009 (2009-2010)** The ADE and DDS will follow the agency coordination processes outlined in the 2005-06 MOU. The ADE will take the lead in the implementation of special education instructional delivery strategies in general education settings and in programs designed to develop knowledge and skills transfers between preschool special educators and general education teachers and providers. The ADE will also further refine technology solutions for preschool education programs.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2010 (2010-2011)** The ADE and DDS will follow the agency coordination processes outlined in the 2005-06 MOU. The ADE will take the lead in the implementation of special education instructional delivery strategies in general education settings and in programs designed to develop knowledge and skills transfers between preschool special educators and general education teachers and providers. The ADE will also further refine technology solutions for preschool education programs.

**Monitoring Priority: FAPE in the LRE**

**Indicator 07: Preschool Outcomes**

**Measurement**

- A) Positive social-emotional skills (including social relationships):
- Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

If  $a + b + c + d + e$  does not sum to 100%, explain the difference.

- B) Acquisition and use of knowledge and skills (including early language/communication and early literacy):
- Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who improved functioning to reach a level comparable to same aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

If  $a + b + c + d + e$  does not sum to 100% explain the difference.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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- C) Use of appropriate behaviors to meet their needs:
- a. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
  - d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
  - e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

If  $a + b + c + d + e$  does not sum to 100% explain the difference.

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

In Arkansas, the majority of the 10,007 preschool children with disabilities ages three to five in the 2002-2003 school year were served in a variety of settings ranging from preschool classrooms on public school campuses, Head Start programs, private and public preschool programs, daycare centers, and in home settings using an itinerant teacher/facilitator model. Similarly, the 3,021 Part C infants and toddlers (2002-2003 year) received Early Intervention Services (EI) in a variety of settings.

The report *Getting Ready for School - Children, Families, Schools, Communities, Arkansas 2003*, developed by the Arkansas School Readiness Initiative Team revealed:

- Arkansas does not require childcare providers who care for children in their homes to have any prior early childhood training;
- Teachers in childcare centers can start work without prior early childhood training;
- Only 18.6 % of the licensed early care and education programs meet the State's quality approval/state accreditation standards; and
- On the Arkansas Benchmark Exams, only 69% of children were at or above the required proficiency level in Fourth Grade Reading and Writing Literacy.

Based on the demographic data presented above, it is evident that Arkansas' children are greatly at risk and in need of quality services in the early years to prepare them adequately for later school success. The need for quality services has a greater impact on children with disabilities. Although Arkansas has been nationally recognized for having infant and toddler and early childhood quality standards, it has been criticized for the fact that so few children have access to programs that meet these standards.

In 2004, the Early Childhood Education Task Force of the Arkansas Early Childhood Commission revised the *Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children (AECE)*. Initially developed in 1995 to guide preschool curriculum, the *AECE Framework Handbook* is comprised of three sections: AECE Frameworks for three and four year olds; benchmark with strategies and

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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activities; and a developmental rating scale. Arkansas requires preschool programs, including early childhood special education programs, to utilize a comprehensive curricula. A comprehensive curriculum addresses all *AECE Frameworks* developmental learning strands. Any curriculum chosen must align with the *AECE Frameworks*. With all programs required to use aligned curricula, Arkansas is able to align the early childhood outcomes to a standard of developmental learning.

One of the encouraging factors is that the services are provided where the children are located. But the variation and the lack of consistency among the program offerings accentuate the need for developing a set of precise indicators for measuring child, family, and personnel outcomes across all programs and the impact of services on child outcomes. The need to create a standard of proof to ensure that EI (Early Intervention) and EC (Early Childhood) programs are effective in meeting the needs of children and their families is a challenge facing early childhood intervention professionals in Arkansas.

Because of the State's experience with EI and EC data limitations in the recent APR submissions, the State became cognizant of the need to move more aggressively to establish measurable, accountable systems for assessing performance and compliance, and in planning, implementing, and evaluating improvement strategies. Therefore, the EI and EC lead agencies jointly submitted a proposal for a General Supervision Enhancement Grant (GSEG) in 2004 to establish not only a joint EI/EC long-term system goal but also the ability to measure the system's performance with respect to these goals.

Through the GSEG, the ADE and Arkansas Department of Health and Human Services (ADHHS) oversaw the development of the Individualized Family Service Plan (IFSP) and EC IEP web-based applications. The steering- and sub-committees have adopted birth to five child outcomes, aligned the outcomes to the Arkansas Infant Toddler Frameworks and the Early Childhood Frameworks, and are undertaking the identification of assessment tools that meet Arkansas' needs.

In 2005, Arkansas received a General Supervision Enhancement Grant (GSEG) to address Early Childhood Outcomes (ECO) and adopted three of the birth to five outcomes recommended by the Early Childhood Outcomes (ECO) Center. The Outcomes system under development includes a seamless IFSP and IEP web-based application (Special Education Automated System (SEAS<sup>TM</sup>)), which will incorporate the outcome measurement collection tool.

The measurement will incorporate a

- norm referenced or criterion referenced assessment aligned to the Arkansas Infant Toddler and Early Childhood Frameworks;
- teacher observation and perception which includes the special education teacher, general education teacher, and speech therapist; and
- related services providers observations and perceptions which includes physical therapists, occupational therapists, and behavioral/mental health professionals.

Arkansas currently has not selected which norm reference or criterion reference assessment tools will be used. Once this determination is made the ADE will work closely with the ECO Center to develop a central metric that aligns the various data points (assessment, teachers, related service providers, and parents) to produce a score for each outcome. The central metric will be built into the IFSP and IEP web-based SEAS<sup>TM</sup> application to ensure continuity of scoring and comparability across the State. In addition the outcome system will allow for a child's IFSP or IEP to transfer with the child to a new service provider within Part C or Part B, including their previous scoring for the three outcomes. This functionality will keep a child's entire information together; allow seamless tracking throughout the child's time in special



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

education; decrease the delay time in forwarding IFSP and IEP to a receiving program, and create a complete service history.

Programs will conduct annual assessments each March or at a time close to exiting. The Arkansas IDEA Data and Research Office at the University of Arkansas in Little Rock will then undertake analysis of the data to meet federal reporting requirements.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	<p>Baseline data for this indicator was collected statewide through the Special Education MySped Resource website. The IDEA Data &amp; Research office conducted web-based trainings with the early childhood programs about reporting entry baseline data on the three functional outcomes. Each early childhood program providing special education services was required to report on each child referred and placed during 2005-06. The information collected included child demographics, as well as the child’s entry age level status (yes or no) for the three outcomes.</p> <p>A total of 4,789 children were reported with baseline entry data</p> <ul style="list-style-type: none"> <li>• 48.1% of children were reported as being at age level upon entry for the early childhood outcome “positive social-emotional skills (including social relationships)”;</li> <li>• 30.4% of children were reported as being at age level upon entry for the early childhood outcome “acquisition and use of knowledge and skills (including early language/communication and early literacy)”;</li> <li>• 50.1% of children were reported as being at age level upon entry for the early childhood outcome “use of appropriate behaviors to meet their needs.”</li> </ul> <p>On October 1, 2004, the ADE Special Education Unit was awarded an IDEA General Supervision Enhancement Grant (GSEG) to create a statewide Early Childhood Special Education outcomes system in collaboration with DDS. The system for infants and toddlers (Part C) and for preschoolers with disabilities (Part B) will improve effectiveness of early intervention and preschool services and ensure smooth transition of children and families from Part C to Part B preschool services.</p> <p>With the AR GSEG steering committee guidance, the outcome measurement system for the early childhood programs continues to move forward to improve effectiveness of early intervention and preschool services. Data from the pilot programs has been collected and evaluated; Statewide Part B and C transition training was provided in the spring ’06; and the ECO Center provided reliable outcomes training using the Child Outcome Summary Form in August ’06 for Parts B and C programs. In addition, evidence statements and measurement approaches based on the revised ECOC recommendations for reporting data at the child level and the State level were provided.</p> <p><b>GSEG Early Childhood Outcomes Pilot Study</b></p> <p>In 2004, Arkansas was awarded a General Supervision Enhancement Grant (GSEG) focusing on early childhood outcomes. The grant is a collaboration of Part C and Part B lead agencies, DHHS, and ADE respectively. As part of the grant, Arkansas conducted a pilot study using</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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the Early Childhood Outcomes Center seven-point summary form. The study protocol included two early intervention programs and two early childhood programs. The pilot site administrators were also part of the GSEG steering committee and served as trainers to pilot site staff. The training covered the concepts of functional outcomes measurement and data collection. Each site was to collect outcomes data from teachers, related service providers, and parents on 50 children who were referred and placed between July 1, 2005 and June 30, 2006. Children must have received services for a minimum of six months to be part of the study. Data forms were due to the IDEA Data and Research Office for analysis by July 15, 2006. The data analysis was based on four criteria:

- Maintained or reached age level;
- Made gains on age level;
- Did not make gains on age level but made personal progress; and
- Did not make gains on age level or personal progress.

***Pilot Study Outcomes:***

The EC Outcome pilot study revealed the following on each of the functional outcomes.

- Parents tend to give their children higher functional scores than special education providers (teachers and related service providers). Parents also tend to evaluate more children as not improving over the 6-month review period than special education teachers;
- The curriculum based assessment (CBA) and teacher scoring show similar patterning. Both identify more EC children as reaching or maintaining age level and more EI children as gaining on age level. Special education teachers tend to evaluate a slightly lower percentage of students as reaching or maintaining age level and a slightly higher percentage of students as gaining on age level than general education teachers;
- A comparison of the teacher assessment average percentages and the overall total assessment averaged percentages revealed a variance of three percentage points, demonstrating that when observed as a whole, assessment scores are generally similar across evaluators; and
- A higher percentage of EI children show no improvement under the positive social relationship outcome. This may be a result of less social interaction due to age, or the outcome may be harder to evaluate with younger children. Across the board, EI children are more likely to be evaluated as showing no improvement. Once again, this may be due to age, maturity level, and/or fewer life experiences in general. Additionally, EI children may be more difficult to evaluate than older EC children.

A look into functional level advancement across evaluators shows that no less than 39% of all children assessed jumped three levels or more [on the seven point scale] over the 6-month evaluation period. Over 50% of the children evaluated by their parents were shown to advance three or more functional levels within the review period.

Functional scores, which increased by three or more levels during the 6-month evaluation period, raised questions as to why such an extreme advancement in functionality would occur over a short period of time. These questions include:

- Was the child's initial assessment underscored?
- Was the child's 6-month assessment over-scored?
- Were the outcome definitions, functional scale, and assessment instructions clearly defined and understood by all those involved in conducting the evaluations? If not, at

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>which point did the communication between administrators and evaluators fail? How can this communication be improved for future assessments?</p> <p>These are questions to be considered in future studies. It is extremely rare and unexpected for children with disabilities to improve at such a dramatic rate in such a short period of time. However, within a 6-month observation period, one would expect this type of advancement to be rare if altogether non-existent. Therefore, questions as to why these extreme jumps in functional scores occurred should be raised and addressed when designing and conducting future assessment studies.</p> <p>Finally, as part of the study there was to be a staff training survey in Spring 2006. The survey was not completed due to the ADE computer network restricting public access to the special education website for more than 2 months. Instead the pilot site administrators reported on challenges in training and implementing the data collection at the GSEG steering committee meeting. The greatest challenge identified was shifting the teacher and service provider's frame of reference from the developmental domains areas to functional outcomes.</p>
<b>FFY 2006 (2006-2007)</b>	To be reported in February 2008.
<b>FFY 2007 (2007-2008)</b>	To be reported in February 2008.
<b>FFY 2008 (2008-2009)</b>	To be reported in February 2008.
<b>FFY 2009 (2009-2010)</b>	To be reported in February 2008.
<b>FFY 2010 (2010-2011)</b>	To be reported in February 2008.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** Throughout 2005-06 Arkansas will begin a pilot in two EI programs and four EC programs. The pilot sites will train staff in the concepts of outcomes measurement and will collect entry and annual assessment data on children served a minimum of six months. The Arkansas IDEA Data and Research Office will analyze the staff training surveys and student data for anomalies, which can help guide the full implementation of the outcome system.

The assessment committee of the GSEG project will make a final recommendation on the EC assessment tool.

**FFY 2006 (2006-2007)** Full training of EC programs on the outcomes and functional score determination will occur in August 2006. The Early Childhood Outcomes Center will conduct the mandatory statewide training as part of the contract with Arkansas under the GSEG. For the 2006-07 data collection, EC programs will use the curriculum based assessment tool of their choice.

The outcomes data collection will be added to the Early Childhood Module in APSCN. The DDS 3-5 programs, which do not use APSCN, will report child level outcomes data via the MySped Resource web-

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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based application. Training on how to submit the required information will be held upon completion of the programming.

**FFY 2007 (2007-2008)**      Preschool student outcomes and targets will be incorporated into local program self-assessments and state General Supervision compliance monitoring.

**FFY 2008 (2008-2009)**      Preschool student outcomes and targets will be incorporated into local program self-assessments and state General Supervision compliance monitoring.

**FFY 2009 (2009-2010)**      Preschool student outcomes and targets will be incorporated into local program self-assessments and state General Supervision compliance monitoring.

**FFY 2010 (2010-2011)**      Preschool student outcomes and targets will be incorporated into local program self-assessments and state General Supervision compliance monitoring.

### Monitoring Priority: FAPE in the LRE

**Indicator 08: Parent Involvement**

Percent of parents with a child receiving special education 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))

**Measurement**

Percent = Number of respondent parents who report school facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities times 100.

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

Parental involvement is essential for child success in acquiring knowledge and skills. Research has found that children acquire knowledge and skills at a greater rate when parents are involved in their child’s education.

Each year, through the Program Effectiveness Evaluation Profile (PEEP), LEAs report on the number of parents who...

- were an active participant at their child's IEP meeting;
- indicate satisfaction with the special education program;
- believe their child has made progress;
- participated in at least one school activity related to educational performance (outside of special education); and
- participated in LEA in-service activities related to the education of children with disabilities.

**Baseline Data for FFY 2005 (2005-2006)**

Statewide, a total of 8,791 surveys were collected with 8,220 of respondents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities; thus, bringing the statewide percentage to 93.52%.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	<p>A) <b>Early childhood programs:</b> 42 local education agencies with early childhood programs completed family outcome surveys for the 2005-06 school year. Overall, 1,306 surveys were collected, with 1,083 respondents or 82.92% reporting school facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>Arkansas adopted three of the ECO Center’s family outcomes: 1) Understanding your child’s strengths, abilities, and special needs; 2) Knowing your rights and advocating for your child; and 3) Helping your child develop and learn. Questions 1-9 of the early childhood family survey focus on the three family outcomes. These questions serve a dual purpose. First, they measure family outcomes as adopted under the GSEG awarded to Arkansas in 2004. Second, they provide insight as to the level of parental involvement. Anecdotally, one would state that early childhood programs that promote parental involvement will have parents who are better informed about their child’s disability and</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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their rights, and will have greater skills in helping their child develop and learn. Questions with answers scoring 5-7 were included in the calculation for Indicator 8. Additionally, question ten was added to the survey to provide a more direct link to the indicator. A copy of the survey is located in Appendix I.

Question 6 (89.2% agree) had the greatest amount of agreement and Question 7 (23.48% disagree) had the least amount of agreement.

**B) School age programs:** 211 local education agencies with special education school age programs completed family outcome surveys for the 2005-06 school year. Overall, 7,485 surveys were collected. Of those surveys, 7,137 respondents, or 95.35% reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Fifteen questions were selected from the NCSEAM family survey question bank felt to represent the measurement of Indicator 8. A copy of the survey is located in Appendix I. Questions 11 (94.89% agree) and 2 (94.18% agree) had the greatest level of agreement while Questions 13 (37.39% disagree) and 1 (30.03% disagree) had the least level of agreement.

**C) Statewide results:** Overall, 253 local education agencies with special education programs completed family outcome surveys for the 2005-06 school year. A total of 8,791 surveys were collected, of those, 8,220 respondents reported school facilitated parent involvement as a means of improving services and results for children with disabilities, bringing the statewide percentage for the parent involvement indicator to 93.52%.

In late March 2006, the IDEA Data and Research Office conducted trainings on the early childhood and school age family surveys for all local education agencies including DDS. Each LEA was given a secured password that would allow it to access the web-based family surveys.

While it was anticipated that the web-based surveys (English and Spanish) would be ready in early February 2006, delays in the translation to Spanish resulted in a late March release. Unfortunately, by that time, many of the LEAs had already completed their annual reviews and had to rely on mailing surveys to parents. The IDEA Data & Research Office provided embedded scan surveys along with return envelopes to LEAs upon request. Both the web-based and embedded scan forms of the survey were available in English and Spanish. No other languages have been added at this time.

Data collection for this indicator began in late March 2006 and ran through June 2006. In May 2006, the special education website became unavailable for over two months due to ADE network security restrictions, thus hampering the data collection procedures. Although the LEAs were unable to submit surveys electronically, those utilizing the scannable forms were able to submit the forms to the IDEA Data & Research Office for processing.

Arkansas State Improvement Grant activities in 2005-06 included hiring a State Parent Coordinator housed within the Arkansas PTI in a collaborative effort to oversee the SIG's parent outreach goals. As part of this process a parent mentor outreach project was



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	developed. As of May 2006, a total of 173 parents have been identified as willing to participate in the Parent Mentoring Network. Specifically, during the first year of their involvement, the Parent Mentors will attend training and disseminate information regarding scientifically based strategies to promote literacy and reading development in the home. With trainings held by the end of May 2006, during the second and third years of their involvement, Parent Mentors will become active mentors in their region—coaching, teaching, listening, and building bridges between the home and school.
<b>FFY 2006 (2006-2007)</b>	In 2005-06, many schools were unable to complete the EC and school age surveys because the schools had already completed their annual reviews when the surveys became available. Therefore, the number of surveys collected in 2006-07 is expected to increase dramatically. As a reflection of this increase, in 2006-07 Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities to decline slightly to 93%.
<b>FFY 2007 (2007-2008)</b>	The 2007-08 school year should see a leveling off in the number of surveys collected after the dramatic upswing in numbers from the 2006-07 school year. Due to this leveling factor, in 2007-08 Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities to increase to 94%.
<b>FFY 2008 (2008-2009)</b>	In 2008-09, Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities to slightly increase to 94.5%.
<b>FFY 2009 (2009-2010)</b>	In 2009-10, Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities to increase to 95%.
<b>FFY 2010 (2010-2011)</b>	In 2010-11, Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities to maintain at 95%.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** In 2005-2006, a new web-based survey was developed to capture parent perceptions on school facilitated parent involvement as a means of improving services and results for children with disabilities. The survey results provided LEAs with insights about how parent involvement can improve services and results for children with disabilities.

Arkansas utilized two surveys to capture parent involvement — the Early Childhood Outcomes Center’s (ECO) family survey and fifteen questions from the National Center for Special Education Accountability Monitoring (NCSEAM) school age survey question bank. The surveys were accessible through the special education website to be answered at the time of annual reviews. The surveys were also available as an embedded scantron. This allowed parents who were unable to participate in their child's annual review to respond without Internet access. The embedded scantron questionnaire also made the survey available to parents who were attending the annual review in a location where Internet access was unavailable.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Both the web-based and the embedded scantron forms of the survey were available in English and Spanish. Other languages may be added if the need arises.

In March 2006, the Arkansas IDEA Data and Research Office conducted trainings on the early childhood and school age family surveys for all local education agencies including DDS.

Data collection for this indicator began in late March 2006 and ran through June 2006. The website will be available throughout the year for survey submissions beginning in the 2006-2007 school year.

SIG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral supports.

**FFY 2006 (2006-2007)** The ADE will use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

The web-based family surveys will be available year round; therefore, data collection is an ongoing process.

The Arkansas IDEA Data and Research Office will conduct trainings on the EC and school age family surveys as part of the annual data submission training.

The Arkansas IDEA Data and Research Office, in cooperation with the Monitoring Program Effectiveness (M/PE) Section, will analyze the family survey results from 2005-06 and issue a report to each LEA. The information will assist LEAs in enhancing their service delivery and interaction with family members.

To facilitate local program analysis the LEAs requested two new data fields—resident LEA and building code. The IDEA Data & Research Office will modify the web application and scan forms to meet the request. In addition, family survey reports along with sub-reports based on resident LEA and building code will be developed for each early childhood and school district, respectively.

SIG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral support.

**FFY 2007 (2007-2008)** The ADE will continue to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

The web-based family surveys will be available year round; therefore, data collection is an ongoing process.

The Arkansas IDEA Data and Research Office will conduct trainings on the EC and school age family surveys as part of the annual data submission training.

The Arkansas IDEA Data and Research Office in cooperation with the M/PE Section will analyze the family survey results from 2006-2007 and issue a report to each LEA. The information will assist LEAs with enhancing their service delivery and interaction with family members.

SIG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral support.

**FFY 2008 (2008-2009)** The ADE will continue to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The web-based family surveys will be available year round; therefore, data collection is an ongoing process.

The Arkansas IDEA Data and Research Office will conduct trainings on the EC and school age family surveys as part of the annual data submission training.

The Arkansas IDEA Data and Research Office in cooperation with the M/PE Section will analyze the family survey results from 2007-2008 and issue a report to each LEA. The information will assist LEAs with enhancing their service delivery and interaction with family members.

**FFY 2009 (2009-2010)** The ADE will continue to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

The web-based family surveys will be available year round; therefore, data collection is an ongoing process.

The Arkansas IDEA Data and Research Office will conduct trainings on the EC and school age family surveys as part of the annual data submission training.

The Arkansas IDEA Data and Research Office in cooperation with the M/PE Section will analyze the family survey results from 2008-2009 and issue a report to each LEA. The information will assist LEAs with enhancing their service delivery and interaction with family members.

**FFY 2010 (2010-2011)** The ADE will continue to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

The web-based family surveys will be available year round; therefore, data collection is an ongoing process.

The Arkansas IDEA Data and Research Office will conduct trainings on the EC and school age family surveys as part of the annual data submission training.

The Arkansas IDEA Data and Research Office in cooperation with the M/PE Section will analyze the family survey results from 2009-2010 and issue a report to each LEA. The information will assist LEAs with enhancing their service delivery and interaction with family members.

## **Monitoring Priority: Disproportionality**

### **Overview of State Performance Plan Development**

The development of the Arkansas State Performance Plan 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 were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. After a brief orientation, members were assigned to one of three task groups focusing on the establishment of measurable, 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 State Performance Plan (SPP).

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October 2005.

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 Arkansas Department of Education (ADE) Special Education 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 over-representation.

Following the submission of the Arkansas SPP on December 2, 2005, the ADE will disseminate the entire content of the SPP to the public through the Special Education website. Copies of the SPP, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release has been prepared and will be provided to all statewide media outlets along with information as to how the public may obtain or review a copy of the State Performance Plan.

The Special Education website will be the primary vehicle for the annual dissemination of the State’s Annual Performance Report (APR) progress or slippage in meeting SPP measurable and rigorous targets. The extent of progress or slippage for each SPP indicator will be reflected in the February 2007 Annual Performance Report, which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA’s performance against the SPP targets using Special Education website as well as in an ongoing series of performance reports, which will be disseminated to statewide and local media outlets, primarily the print media.

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## Monitoring Priority: Disproportionality

### Indicator 09: Disproportionality – Eligibility Category

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))

#### Measurement

Percent = number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by the number of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices, and procedures under 618 (d), etc.

#### Disproportionality/Over-Representation

In order to demonstrate educational equity, relative to opportunity, services, and decision-making, the percentage of black students receiving special education services in a school district should be proportionately similar to the percentage of African American students district-wide. Thus, it is important to ensure that black students in a school district are not disproportionately represented in special education in contrast with black students in the district.

The benchmark for over-representation is the difference between district and special education percent of black students. This calculation is based on those districts with less than 95% and greater than 5% of black students. The three-year average percent African American students in special education for this subset of districts is 45.47%. The three-year average percent black students in the district for this subset of districts are 41.09%. The difference between district and special education percent black students is 4.47%, with a standard deviation of 2.24%.

The trigger for this indicator is one standard deviation beyond the difference for the State, or the mean difference (4.47%) plus one standard deviation (2.24%) or 6.71%. Thus, any district that has more than 6.71% black students in special education than in general education will be identified for focused monitoring on this indicator.

Formula: (Percent black students in Special Education – Percent black students in the District) = Difference between Special Education and District

In addition, using Westat's risk ratio application, risk ratios are examined to determine if any district was over-looked using the States methodology.

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

In order to address the issue of over-representation of minorities (black) in special education, in 1988, the Arkansas Department of Education Special Education Unit developed a statistical method for "red-flagging" Local Education Agencies (LEAs) with possible disproportionate representation of minority students in special education. Building upon the 1988 methodology, which included excluding districts with minority populations greater than 95% and non-minority populations greater than 95%, a new three-year state average benchmark was calculated for disproportionality.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

The methodology used to “trigger” school districts is as follows:

- A) Using the 2001, 2002, and 2003 December 1 Child Counts, a list of all school districts in Arkansas was compiled to include the following information for each LEA:
  - a. percentage of minority (black) students in the general population
  - b. percentage of minority (black) students in special education

Note: In Arkansas the focus is on black student populations since Hispanic, Asian/Pacific Islander, and American Indian comprise less than 5% of the States student population.

- B) A three-year average is calculated for each district; districts that are 95% minority or 95% non-minority are eliminated from the list.
- C) After eliminating the districts in step (B), a statewide three-year average is calculated along with the statistical standard deviation. The “trigger” value is the three-year statewide average or the State benchmark plus one standard deviation.
- D) Each district’s most recent year difference between the percent of minority students in the district's population and the percent of minority students in the district's special education population is then calculated.

In order to demonstrate educational equity, relative to opportunity, services, and decision-making, the percentage of black students receiving special education services in a school district should be proportionately similar to the percentage of African American students district-wide. Thus, it is important to ensure that black students in a school district are not disproportionately represented in special education in contrast with black students in the district.

In addition, to identify if disproportionality is a result of inappropriate policy, procedures, or practices the Monitoring and Program Effectiveness (M/PE) Section conducts extensive on-site audits of IEPs.

**Baseline Data for FFY 2005 (2005-2006)**

Zero (0) percent of districts were identified with disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	<p>The ADE monitored districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles. Forty-seven districts were identified with over-representation of black students using the State’s disproportionality methodology. It was anticipated that the number of districts triggering would decline; however, it has remained relatively static. Furthermore, 63 districts were identified as having risk ratios greater than 1.50 for black students. While Arkansas does not use risk ratios to trigger districts for focused monitoring, they are provided for black, white, and Hispanic students on the Focused Monitoring Profiles to identify possible areas of concern.</p> <p>Through the monitoring process, the M/PE Section found zero (0) percent of districts having disproportionate representation of racial and ethnic groups in special education and a related</p>



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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service as a result of inappropriate identification.

Historically, as well as currently, a district is determined to have an issue with disproportionality when the percentage of minority students in special education exceeds the percentage of minority students in the district by more than 6.71%. This number represents the state's three (3) year average benchmark plus one (1) standard deviation, which results in a value greater than 6.71%. If the percentage of minority students in a district's special education program is significantly higher than the district's overall percentage of minority students, the district is required to submit or revise an existing plan by which the referral, evaluation, and placement of minority students in the district's special education program will be reviewed. This plan must be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP) along with procedures for evaluating its effectiveness.

In developing ACSIP plans, a district is prohibited from reducing its maintenance of effort under Section 613(a)(2)(C) for the fiscal year. Further, as provided in Section 618(d)(2)(B) and 34 CFR 300.646, the district is required to budget and use 15% of its current FY Title VI-B Funds to provide comprehensive coordinated early intervening services to children in the district, particularly those in groups that were significantly over-represented. Districts are provided assistance in developing ACSIP plans through Technical Assistance provided by ADE, Special Education Staff and/or direct on-site assistance in reviewing their referral, evaluation, and placement of minority students in the district's special education program.

In 2005-06, Arkansas required early intervening services (EIS) to be implemented in 48 districts identified with disproportionate representation of black students and five additional districts voluntarily offered EIS. In the first year of EIS 4,309 students received a total of 5,534 services. The types of services received by percent of students were:

- 65% received literacy instruction,
- 41% received math instruction,
- 9% received other services such as social language skills, peer group counseling, and teacher professional development targeting specific EIS strategies,
- 6% received school based mental health,
- 3% received adaptive technology,
- 2% received behavioral evaluations,
- 2% received adaptive software, and
- less than 1% received science instruction.

Through the use of EIS, seven districts identified for possible monitoring in 2005-06 were not identified in 2006-07.

Districts identified with significant discrepancies received an on-site monitoring review of their policies, practices, and procedures used in the identification of children who are significantly over-represented as children with disabilities, to ensure that the district's policies, practices, and procedures are in compliance with the Act. Deficiencies in their policies, practices, and procedures are noted, if applicable, and corresponding corrective action plans (CAPS) are implemented to correct the noted deficiencies.

Should sufficient evidence exist to demonstrate that a district is not providing free appropriate public education (FAPE) in accordance with the Act, the Associate Director will notify the district that the ADE intends to take the necessary steps to provide interventions in accordance with 34 CFR 300.600 and 300.604.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>The IDEA Data &amp; Research Office conducted a study on disproportionality, funded by Westat, which excluded students who held a current IEP. The examination of which students could be referred and placed is linked directly to identifying if inappropriate policy, practices, and procedures are leading to inappropriate identification. The study identified 61 districts with over-representation of black students. Thirty-seven districts were not previously identified with disproportionality. In addition, under the current methodology, which includes all students, there is a line dividing the State from the southwest to the northeast. Districts located above the line rarely trigger on focused monitoring for disproportionality. However, the study methodology identifies districts across the State. During 2006-07, Arkansas will further review the study results to determine if a change in methodology is warranted. Another issue that supports a possible revision to the State’s current disproportionality methodology is its seeming failure to be linked to identifying districts using inappropriate policy, practices, and procedures.</p> <p>At the direction of the ADE, the Arkansas IDEA Data and Research Office issued an RFP for the development of the Automated Monitoring Interface (<i>AMI</i><sup>TM</sup>) Software. This software will interact with the Computer Automation Systems, Inc. program, Special Education Automated System, SEAS<sup>TM</sup>, an electronic IEP program used by school districts in the State. The <i>AMI</i><sup>TM</sup> software will allow remote electronic compliance monitoring of IEPs. <i>AMI</i><sup>TM</sup> went active in June 2006 with an initial electronic monitoring of eight districts completed during the summer. The final migration of the <i>AMI</i><sup>TM</sup> software to ADE ownership will take place during 2006-07.</p>
<b>FFY 2006 (2006-2007)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2007 (2007-2008)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2008 (2008-2009)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2009 (2009-2010)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2010 (2010-2011)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will coordinate with the IDEA Data and Research Office to develop a protocol for identifying inappropriate policy, procedures, and practices.

The IDEA Data and Research Office will conduct a study to determine if school choice, residential treatment facilities, and students who transfer into a district have a direct effect on how the State determines disproportionate representation.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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At the direction of the ADE, the Arkansas IDEA Data and Research Office will issue an RFP for the development of the Automated Monitoring Interface (*AMI*<sup>™</sup>) Software. This software will interact with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS<sup>™</sup>, an electronic IEP program used by school districts in the State. The *AMI*<sup>™</sup> software allowed remote electronic compliance monitoring of IEPs.

The ADE will expand the Focused Monitoring Profiles to include weighted risk ratios for the black, white, and Hispanic racial/ethnic groups.

Arkansas will implement early intervening services in districts identified with disproportionate representation of black students.

**FFY 2006 (2006-2007)** The State M/PE Section will incorporate the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.

The Arkansas IDEA Data and Research Office will oversee the final implementation of the *AMI*<sup>™</sup> software.

The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The IDEA Data and Research Office will conduct a study of the 2005-06 school age referral tracking data using weighted risk ratios to examine racial/ethnic trends in placing students in special education.

Arkansas will implement early intervening services in districts identified with disproportionate representation.

**FFY 2007 (2007-2008)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policy, procedures, and practices that may lead to inappropriate identification.

Arkansas will implement early intervening services in districts identified with disproportionate representation.

**FFY 2008 (2008-2009)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including, child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policy, procedures, and practices that may lead to inappropriate identification.

Arkansas will implement early intervening services in districts identified with disproportionate representation.

**FFY 2009 (2009-2010)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The State M/PE Section will continue to review district policy, procedures, and practices that may lead to inappropriate identification.

Arkansas will implement early intervening services in districts identified with disproportionate representation.

**FFY 2010 (2010-2011)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

Arkansas will implement early intervening services in districts identified with disproportionate representation.

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## Monitoring Priority: Disproportionality

### Indicator 10: Disproportionality – Child with a Disability

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))

#### Measurement

Percent = number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the number of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

To identify disproportionate race/ethnic representation by disability category, Arkansas uses Westat's Weighted Risk Ratio application. Risk ratios have been calculated for each disability category for 2002, 2003, and 2004 to establish a three-year state average by race/ethnicity. The three-year state average for each disability category establishes the State benchmark for acceptable risk ratio values within each racial/ethnic group.

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

In order to address the issue of over-representation of minorities (black) in special education, in 1988, the Arkansas Department of Education Special Education Unit developed a statistical method for "red-flagging" local education agencies (LEAs) with possible disproportionate representation of minority students in special education. Building upon the 1988 methodology, which included excluding districts with minority populations greater than 95 % and non-minority populations greater than 95%, a new three-year state average benchmark was calculated for disproportionality.

Furthermore, there is no State procedure to identify disproportionate representation within disability categories. In the past two-years, only districts that were identified as having disproportionate representation were also examined for disproportionate representation within disability categories using Westat's Weighted Risk Ratio application.

However, it is recognized that a district may have disproportionate representation within disability categories and not have disproportionate representation overall. Therefore, the ADE will apply the risk ratio protocol to all LEAs whether they were or were not identified with disproportionate representation.

In addition, to determine if disproportionality is a result of inappropriate policy, procedures, or practices, the Monitoring and Program Effectiveness (M/PE) Section conducts extensive on-site audits of IEPs.

#### Baseline Data for FFY 2005 (2005-2006)

In 2005-06, 0% of districts had disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>																																										
<b>FFY 2004 (2004-2005)</b>	Not applicable																																										
<b>FFY 2005 (2005-2006)</b>	<p>The ADE monitored districts for racial/ethnic disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles. The 47 districts identified with over-representation of black students using the State’s disproportionality methodology were also monitored for disproportionality within disability categories. However, the M/PE Section’s review of districts found no evidence of disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification. Therefore the State reached the target of 0%.</p> <p>Using Westat’s risk ratios application, risk ratios were generated for all disability categories based on the December 1 child count. If a risk ratio is greater than 1.50 there is an over-representation of a racial/ethnic group within the distinct disability category. The matrix of race/ethnicity and the six disability categories produces 30 risk ratio possibilities for each LEA. The highest percentages of LEAs with over-representation within a specific disability category were 41.73% for black students categorized as mentally retarded, 41.34% for white students categorized as other health impaired, and 39.37% for white students categorized as speech impaired. Following ten percentage points behind is 29.92% of districts with an over-representation of white students in the disability category of autism.</p> <p>In the six primary disability categories two racial/ethnic categories in three disabilities were identified as having an over-representation. The statewide over-representations are:</p> <ul style="list-style-type: none"> <li>• White students were found to have risk ratios greater than 1.50 in the disability categories of autism and other health impairment, and</li> <li>• Black students were identified with an over-representation in mental retardation.</li> </ul> <p>Exhibit I-10.1 provides a statewide overview of risk ratios for disability by race/ethnicity.</p> <p style="text-align: center;"><b>Exhibit I-10.1: Statewide Risk Ratios for Disability by Race Ethnicity 2005-06</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Autism*</th> <th style="text-align: center;">Emotional Disturbance</th> <th style="text-align: center;">Mental Retardation*</th> <th style="text-align: center;">Other Health Impairment*</th> <th style="text-align: center;">Specific Learning Disability</th> <th style="text-align: center;">Speech Impairment</th> </tr> </thead> <tbody> <tr> <td>American Indian</td> <td style="text-align: center;">1.17</td> <td style="text-align: center;">1.18</td> <td style="text-align: center;">0.70</td> <td style="text-align: center;">0.88</td> <td style="text-align: center;">1.28</td> <td style="text-align: center;">1.23</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td style="text-align: center;">0.95</td> <td style="text-align: center;">0.37</td> <td style="text-align: center;">0.26</td> <td style="text-align: center;">0.18</td> <td style="text-align: center;">0.29</td> <td style="text-align: center;">0.66</td> </tr> <tr> <td>Black (non-Hispanic)</td> <td style="text-align: center;">0.70</td> <td style="text-align: center;">0.88</td> <td style="text-align: center; color: red;">2.63</td> <td style="text-align: center;">0.81</td> <td style="text-align: center;">1.16</td> <td style="text-align: center;">0.84</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">0.37</td> <td style="text-align: center;">0.31</td> <td style="text-align: center;">0.47</td> <td style="text-align: center;">0.28</td> <td style="text-align: center;">0.80</td> <td style="text-align: center;">0.66</td> </tr> <tr> <td>White (non-Hispanic)</td> <td style="text-align: center; color: red;">1.64</td> <td style="text-align: center;">1.45</td> <td style="text-align: center;">0.50</td> <td style="text-align: center; color: red;">1.63</td> <td style="text-align: center;">0.97</td> <td style="text-align: center;">1.30</td> </tr> </tbody> </table> <p>*Red indicates a risk ratio greater than 1.50.</p> <p>A district is determined to have an issue with disproportionality when the percentage of minority students in special education exceeds the percentage of minority students in the district by more than 6.71%. This number represents the state’s three (3) year average benchmark plus one (1) standard deviation, which results in a value greater than 6.71%. If the percentage of minority students in a district’s special education program is significantly higher than the district’s overall percentage of minority students, the district is required to</p>		Autism*	Emotional Disturbance	Mental Retardation*	Other Health Impairment*	Specific Learning Disability	Speech Impairment	American Indian	1.17	1.18	0.70	0.88	1.28	1.23	Asian/Pacific Islander	0.95	0.37	0.26	0.18	0.29	0.66	Black (non-Hispanic)	0.70	0.88	2.63	0.81	1.16	0.84	Hispanic	0.37	0.31	0.47	0.28	0.80	0.66	White (non-Hispanic)	1.64	1.45	0.50	1.63	0.97	1.30
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Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>submit or revise an existing plan by which the referral, evaluation, and placement of minority students in the district’s special education program will be reviewed. This plan must be included in the district’s Arkansas Comprehensive School Improvement Plan (ACSIP) along with procedures for evaluating its effectiveness.</p> <p>In developing the ACSIP plan, a district is prohibited from reducing its maintenance of effort under Section 613(a)(2)(C) for the fiscal year. Further, as provided for in Section 618(d)(2)(B) and 34 CFR 300.646, the district is required to budget and use 15% of its current FY Title VI-B Funds to provide comprehensive coordinated early intervening services to children in the district, particularly those in groups that were significantly over-represented. Districts are provided assistance in developing ACSIP plans through technical assistance provided by ADE, Special Education Staff and/or direct on-site assistance in reviewing their referral, evaluation, and placement of minority students in the district’s special education program.</p> <p>Districts identified with significant discrepancies receive an on-site monitoring review of their policies, practices, and procedures used in the identification of children who are significantly over-represented as children with disabilities in a specific disability category, to ensure the district’s policies, practices, and procedures are in compliance with the Act. Deficiencies in their policies, practices, and procedures are noted, if applicable, and corresponding corrective action plans (CAPS) are implemented to correct the noted deficiencies.</p> <p>Should sufficient evidence exist to demonstrate that a district is not providing free appropriate public education (FAPE) in accordance with the Act, the Associate Director will notify the district that the ADE intends to take the necessary steps to provide interventions in accordance with 34 CFR 300.600 and 300.604.</p> <p>The IDEA Data and Research Office in collaboration with ADE expanded the Focused Monitoring Profiles to include weighted risk ratios for the black, white, and Hispanic racial/ethnic groups for each FM indicator. In addition, an analysis of weighted risk ratios for all racial/ethnic groups by disability was conducted and a presentation was made to the M/PE Section for monitoring considerations.</p> <p>At the direction of the ADE, the Arkansas IDEA Data and Research Office issued an RFP for the development of the Automated Monitoring Interface (<i>AMI</i><sup>TM</sup>) Software. This software will interact with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS<sup>TM</sup>, an electronic IEP program used by school districts in the State. The <i>AMI</i><sup>TM</sup> software allowed remote electronic compliance monitoring of IEPs. <i>AMI</i><sup>TM</sup> went active in June 2006 with an initial electronic monitoring of eight districts completed during the summer. The final migration of the <i>AMI</i><sup>TM</sup> software to ADE ownership will take place during 2006-07.</p>
<p><b>FFY 2006 (2006-2007)</b></p>	<p>Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.</p>
<p><b>FFY 2007 (2007-2008)</b></p>	<p>Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.</p>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2008 (2008-2009)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2009 (2009-2010)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.
<b>FFY 2010 (2010-2011)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focus Monitoring Profiles.

The State M/PE Section will coordinate with IDEA Data and Research Office to develop a protocol for identifying inappropriate policy, procedures, and practices.

In addition, the IDEA Data and Research Office will conduct a study to determine if school choice, residential treatment facilities, and students who transfer into a district have a direct effect on how the State determines disproportionate representation.

At the direction of the ADE, the Arkansas IDEA Data and Research Office will issue an RFP for the development of the Automated Monitoring Interface (*AMI*<sup>TM</sup>) Software. This software will interact with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS<sup>TM</sup>, an electronic IEP program used by school districts in the State. The *AMI*<sup>TM</sup> software allows remote electronic compliance monitoring of IEPs.

The ADE will expand the Focused Monitoring Profiles to include weighted risk ratios for the black, white, and Hispanic racial/ethnic groups.

The Arkansas IDEA Data and Research Office will conduct an analysis of weighted risk ratios for all racial/ethnic groups by disability and present a report to the M/PE Section for monitoring considerations.

**FFY 2006 (2006-2007)** The State M/PE Section will incorporate the protocol for identifying inappropriate policies, procedures, and practices into the Monitoring Procedural Handbook.

The Arkansas IDEA Data and Research Office will oversee the final implementation of the *AMI*<sup>TM</sup> software.

The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The IDEA Data and Research Office will conduct a study of the 2005-06 school age referral tracking data using weighted risk ratios to examine racial/ethnic trends in placing student in special education.

**FFY 2007 (2007-2008)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2008 (2008-2009)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2009 (2009-2010)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2010 (2010-2011)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

## **Monitoring Priority: Effective General Supervision Part B**

### **Effective General Supervision Part B/Child Find**

#### **Overview of State Performance Plan Development**

The development of the Arkansas State Performance Plan 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 were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. After a brief orientation, members were assigned to one of three task groups focusing on the establishment of measurable, 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 State Performance Plan (SPP).

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October 2005.

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 Arkansas Department of Education (ADE) Special Education 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 over-representation.

Following the submission of the Arkansas SPP on December 2, 2005, the ADE will disseminate the entire content of the SPP to the public through the Special Education website. Copies of the SPP, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release has been prepared and will be provided to all statewide media outlets along with information on how the public may obtain or review a copy of the SPP.

The Special Education website will be the primary vehicle for the annual dissemination of the State’s Annual Performance Report (APR) progress or slippage in meeting SPP measurable and rigorous targets. The extent of progress or slippage for each SPP indicator will be reflected in the February 2007 Annual Performance Report, which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA’s performance against the SPP targets using the Special Education website, as well as in an ongoing series of performance reports which will be disseminated to statewide and local media outlets, primarily the print media.

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**Monitoring Priority: Effective General Supervision Part B**

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within 60 days (or State established timeline) (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- |   |
|---|
| <p>A) Number of children for whom parental consent to evaluate was received</p> <p>B) Number determined not eligible whose evaluations were completed within 60 days (or State established timeline)</p> <p>C) Number determined eligible whose evaluations were completed within 60 days (or State established timeline)</p> |
|---|

Account for children included in *a*, but not included in *b* or *c*. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent =  $(b + c)$  divided by  $a$  times 100.

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

Timely evaluations are critical to ensure that all children determined eligible receive services as soon as possible.

Arkansas has incorporated into the APSCN a new referral tracking system that includes fields required to determine if due process exceeded the State's 90-day timeline. The fields include:

- Date parents consented to evaluate,
- Date eligibility was determined, and
- Reason for delay. The program calculates the 90 days and if it exceeds the timeline a reason must be selected.

LEAs enter the information into the APSCN system as referrals are received. The information is then pulled each year in June during the APSCN cycle 7.

**Baseline Data for FFY 2005 (2005-2006)**

Measurement:

- A) Number of children for whom parental consent to evaluate was received: 11,158
- B) Number determined not eligible whose evaluations were completed within 60 days (or State established timeline): 2,438
- C) Number determined eligible whose evaluations were completed within 60 days (or State established timeline): 7,817

Account for children included in *a*, but not included in *b* or *c*. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent =  $(b + c)$  divided by  $a$  times 100  $((7817+2438)/11,158)*100 = 91.91\%$

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	<p>In 2005-06, 11,158 students with parent consent to evaluate were evaluated. The number of students evaluated within the State’s 60-day timeline was 10,255 or 91.91%, of which 2,438 or 23.77% were determined not eligible while 7,817 or 76.23% were determined eligible. The evaluations of the remaining 903 students exceeded the 60-day timeframe with 650 determined eligible and 253 found not eligible.</p> <p>The number of days beyond the 60-day timeline ranged from 1 to 219 days. Reasons for exceeding the 60-day timeline are unclear, as this was not part of the initial data collection. However, Arkansas did collect reasons for the delay in eligibility determination, reflecting the previous version of the indicator, which included child or family illness, child unavailable, student transferred to another program, and evaluators failed to submit reports in a timely manner.</p> <p>Additionally, 93.21% of early childhood students with parent consent to evaluate were evaluated within the 60-day timeline. Similarly, 90.53% of school age students with parent consent to evaluate were evaluated within the 60-day timeline.</p> <p>As part of the monitoring procedures, the M/PE Section of the Special Education Unit (SEU) conducts file audits to ascertain if local districts are meeting timelines. Districts found failing to meet timelines are given a noncompliance CAP requiring a corrective action plan to be submitted. The SEA supervisor assigned to the local district assists in the development of the action plan. The <i>AMI</i><sup>TM</sup> software developed in 2005-06, and being fully implemented in 2006-07, will provide the M/PE Section the means to monitor electronically school age student IEPs. Early childhood monitoring of due process timelines can also be conducted electronically, with consent from the program, through the SEASWeb early childhood IEP application developed as part of the Arkansas General Supervision Enhancement Grant (GSEG).</p> <p>In reporting this indicator, Arkansas chose not to use monitoring data in 2005-06; instead, the referral tracking application was implemented as part of the special education module in APSCN. Training was held in August 2005 via a series of web teleconferences for the LEAs. Year one of the data collection created challenges for the LEAs and for data management with additional business logic being added to increase the accuracy of the data. Future activities surrounding the data collection will include 1) updating the referral tracking application to include reasons for the delays in evaluation, and 2) annual training with the LEAs.</p> <p>Since Indicator 11 was a new indicator in 2005-06, Arkansas did not expect to hit the 100% compliance target for the first year of data collection. During the process of analyzing the data, unforeseen yet logical data entry problems became apparent. To address said problems, additional business logic guidelines will be built into the APSCN and MySped Resource programming. These will be implemented in order to help in cleaning data entry problems encountered during the 2005-06 data collection period, which included incomplete data sets, conflicting dates, incorrect reporting of a child’s placement within a special education program, and/or other such data entry errors.</p>



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>With the implementation of the new business logic programming, the percent of students meeting the referral guidelines should see an increase in the 2006-07 school year. With improved and more strictly guided data entry, the percentage of districts meeting the Indicator 11 compliance guidelines should steadily increase until the 100% compliance target is met.</p> <p>One of the State Improvement Grant (SIG) targets for 2005-2006 was to reduce special education referrals. Both Cohort I (began SIG activities in 2004-2005) and Cohort II (began SIG activities in 2005-2006) show a marked decrease in the number of referrals for special education evaluation.</p> <p>Additionally, the Arkansas IDEA Data and Research Office undertook a study and analyzed data gathered for this indicator, by school age and early childhood, to ascertain if there is a trend in disproportionate racial/ethnic identification. In reference to Indicators 9 and 10, if inappropriate identification is occurring, the referral due process seems the most logical timeframe to examine the possibilities. This study can further help identify inappropriate policies, procedures, and practices related to timely evaluations within the EC programs and school districts.</p> <p>Further, at the direction of the ADE, the Arkansas IDEA Data and Research Office issued a Request for Proposals for the development of the Automated Monitoring Interface (<i>AMI</i><sup>TM</sup>) Software. This software interacted with the Computer Automation Systems, Inc. program Special Education Automated System, <i>SEAS</i><sup>TM</sup>, an electronic IEP program used by school districts in the State. The <i>AMI</i><sup>TM</sup> software allows remote electronic compliance monitoring of IEPs.</p>
<b>FFY 2006 (2006-2007)</b>	100% of children with parental consent to evaluate are evaluated and eligibility determined with the State established timeline of 90 days.
<b>FFY 2007 (2007-2008)</b>	100% of children with parental consent to evaluate are evaluated and eligibility determined with the State established timeline of 90 days.
<b>FFY 2008 (2008-2009)</b>	100% of children with parental consent to evaluate are evaluated and eligibility determined with the State established timeline of 90 days.
<b>FFY 2009 (2009-2010)</b>	100% of children with parental consent to evaluate are evaluated and eligibility determined with the State established timeline of 90 days.
<b>FFY 2010 (2010-2011)</b>	100% of children with parental consent to evaluate are evaluated and eligibility determined with the State established timeline of 90 days.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The Arkansas IDEA Data and Research Office worked with the Arkansas Public School Computer Network (APSCN) to ensure that all children data elements for reporting this indicator were in the special education module by developing a new referral-tracking component.

The ADE monitored districts for child find activities to ensure due process. The State M/PE Section coordinated with the IDEA Data and Research Office to develop a protocol for identifying inappropriate policies, procedures, and practices related to timely evaluations.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The Arkansas IDEA Data and Research Office undertook a study and analyzed data gathered for this indicator, by school age and early childhood, to ascertain if there is a trend in disproportionate racial/ethnic identification. In reference to Indicators 9 and 10, if inappropriate identification is occurring, the referral due process seems the most logical timeframe to examine the possibilities. This study can further help identify inappropriate policies, procedures, and practices related to timely evaluations within the EC programs and school districts.

At the direction of the ADE, the Arkansas IDEA Data and Research Office issued an RFP for the development of the Automated Monitoring Interface (*AMI*<sup>TM</sup>) Software. This software interacted with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS<sup>TM</sup>, an electronic IEP program used by school districts in the State. The *AMI*<sup>TM</sup> software allowed remote electronic compliance monitoring of IEPs.

**FFY 2006 (2006-2007)** The IDEA Data and Research Office will conduct an analysis of the timely evaluation data and the results will be forwarded to the Monitoring and Program Effectiveness Section (M/PE). The M/PE Section will notify any LEA that fails to conduct timely evaluations. If the failure to meet timelines is due to policies, procedures, or practices the LEA will be required to incorporate corrective actions into its Arkansas School Consolidated Improvement Plan (ACSIP).

The State M/PE Section will incorporate the protocol for identifying inappropriate policies, procedures, and practices into the Monitoring Procedural Handbook.

The Arkansas IDEA Data and Research Office will oversee the final implementation of the *AMI*<sup>TM</sup> software.

The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The IDEA Data and Research Office will analyze the 2005-06 early childhood and school age referral tracking data to identify trends for noncompliance of timely evaluations and submit a report to M/PE.

**FFY 2007 (2007-2008)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2008 (2008-2009)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2009 (2009-2010)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

**FFY 2010 (2010-2011)** The ADE will continue to monitor districts for disproportionate representation using data reviews and analysis including, child count and the monitoring priority indicators on the Focused Monitoring Profiles.

The State M/PE Section will continue to review district policies, procedures, and practices that may lead to inappropriate identification.

## **Monitoring Priority: Effective General Supervision Part B**

### **Effective General Supervision Part B/Effective Transition**

#### **Overview of State Performance Plan Development**

The development of the Arkansas State Performance Plan 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 State Performance Plan (SPP) were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. After a brief orientation, members were assigned to one of three task groups focusing on the establishment of measurable, 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.

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October 2005.

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 Arkansas Department of Education (ADE) Special Education 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 over-representation.

Following the submission of the Arkansas SPP on December 2, 2005, the Arkansas Department of Education (ADE) will disseminate the entire content of the SPP to the public through the Special Education website. Copies of the SPP, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release has been prepared and will be provided to all statewide media outlets along with information on how the public may obtain or review a copy of the SPP.

The Special Education website will be the primary vehicle for the annual dissemination of the State’s Annual Performance Report (APR) progress or slippage in meeting SPP measurable and rigorous targets. The extent of progress or slippage for each SPP indicator will be reflected in the February 2007 Annual Performance Report (APR), which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA’s performance against the SPP targets using the Special Education website, as well as in an ongoing series of performance reports which will be disseminated to statewide and local media outlets, primarily the print media.

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## Monitoring Priority: Effective General Supervision Part B

### Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who were 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))

#### Measurement

- A) Number of children who have been served in Part C and referred to Part B for eligibility determination
- B) Number of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthdays
- C) Number of those found eligible who have an IEP developed and implemented by their third birthday
- D) Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

Account for children included in *a* but not in *b* or *c*. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Account for children included in *a* but not included in *b*, *c* or *d*. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP was developed and the reasons for the delay.

Percent =  $c$  divided by  $(a - b - d)$  times 100.

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

Previously, the Part C to Part B transition data was not comparable due to different lead agencies' data collection procedures and reporting periods. Although the Arkansas Department of Education (ADE) Special Education Unit and the Lead Agency for Part C, Arkansas Department of Health and Human Services (ADHHS) Developmental Disabilities Services (DDS), jointly developed the Program Effectiveness Evaluation Profile (PEEP) system with specific questions concerning transition from Part C to Part B early childhood, alignment problems with the data still existed.

During the 2003-04 reporting period, ADE and DDS worked jointly to unify the 3-5 PEEP data collection and align the Part C PEEP transition questions. Additionally, all 3-5 programs enter their PEEP data through the ADE's website.

To address issues surrounding EI to EC transition, Arkansas applied for and was awarded a joint Part B and Part C GSEG in October 2004. One focus of the grant was transition to preschool. In February 2005, a two-day joint transition training was held focusing on best practices and coordination between the two lead agencies and local service providers. In March 2005, the group was brought back together to develop regional transition coordinating plans. The two meetings assisted service providers in identifying barriers to a seamless transition and how the various barriers could be overcome. Furthermore, from these meetings another group was formed to develop a transition brochure to address the basic information that families need to be aware of as their child grows older.

Arkansas' lead agencies for Part B and Part C work together to insure that all children transitioning from early intervention to early childhood services have eligibility determination and an IEP in place by their third birthday. Part C provides a list of children turning three to Part B programs at least 90 days prior to the third birthday.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

The number of children transitioning from EI to EC is submitted to ADE by the Part C lead agency. In addition, each early childhood program reports the number of children served throughout the fiscal year which transitioned from Part C and were found eligible for Part B services through the Program Effectiveness Evaluation Profile (PEEP) system.

Beginning in the 2005-06 school year, the early childhood transition data will also be collected in the APSCN special education referral tracking system. Each referral received by EC programs is entered and if the child is transitioning from Part C, the programs indicate "Y" at the Transition Part C field. Additionally, business rules in the APSCN confirm if eligibility is determined by the third birthday. If eligibility determination exceeds the third birthday a reason must be entered.

**Baseline Data for FFY 2004 (2004-2005)**

- A) Number of children who have been served in Part C and referred to Part B for eligibility determination: 1,210
- B) Number of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthdays: 163 or 13.47%
- C) Number of those found eligible who have an IEP developed and implemented by their third birthday: 881 or 72.81%

Overall Percentage =  $881 / (1,210 - 163) = 84.15\%$

Account for children included in *a* but not in *b* or *c*. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

There are 162 or 13.39% of children with eligibility not determined by the time they exited Part C. The status of these children is unknown; therefore, we will be revising data collections on this indicator to insure the most accurate and reliable data available.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>Approximately 10% of all early childhood referrals each year are transitions from Part C early intervention programs. In 2005, 1,210 children with disabilities transitioned from EI to EC of which 881 or 72.81% were found eligible to receive EC services and 13.47% were found to be ineligible by their third birthday. It is unclear if the remaining 13.39% were found eligible or ineligible after their third birthday. Overall, the percent of children who were found eligible and who had an IEP developed and implemented by their third birthdays was 84.15%</p> <p>The coordination between the ADE and the DDS has increased significantly in the area of transition to preschool. This coordination has lead to greater data reliability and validity. In the past two years this coordination has resulted in a 268% improvement in the tracking and reporting of children transitioning to EC from EI. ADE expects continued improvement of agency and program coordination in the area of transition between the two lead agencies.</p> <p>However, there are still data concerns, especially around tracking of children and the reasons for delays in eligibility determination. Part B is still having difficulty with aligning data submitted by programs to the Part C data set in regard to the actual number of three year olds referred to Part B and eligibility determination made by the third birthday. ADE has incorporated the information into APSCN, for 2005-06, to gather more precise information</p>



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	surrounding the transition of children from Part C to Part B. In addition, the ADE will require DDS 3-5 programs to submit the same data through the special education MySped Resource web site.
<b>FFY 2005 (2005-2006)</b>	The 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 100%.
<b>FFY 2006 (2006-2007)</b>	The 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 100%
<b>FFY 2007 (2007-2008)</b>	The 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 100%
<b>FFY 2008 (2008-2009)</b>	The 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 100%
<b>FFY 2009 (2009-2010)</b>	The 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 100%
<b>FFY 2010 (2010-2011)</b>	The 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 birthday 100%

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The Arkansas IDEA Data and Research Office will work with the Arkansas Public School Computer Network (APSCN) to ensure that all children data elements for reporting this indicator are in the special education module by developing a new referral-tracking component including transition from Part C.

The ADE will monitor early childhood programs for effective transition policies, procedures, and practices.

The ADE and the IDEA Data and Research Office will develop a web application for DDS programs to submit referral, transition, and child count data directly to the ADE.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services. This seamless birth through five tracking system is a major component of Arkansas' (joint Part C and Part B 619) 2004 General Supervision Enhancement Grant (GSEG) application.

Conduct a follow-up training for both Part C and Part B IEP teams on best practices and how to conduct successful Part C to Part B transition conferences. Transition is an integral part of Arkansas' joint (Part C and Part B 619) 2003-04 General Supervision Enhancement Grant application.

**FFY 2006 (2006-2007)** The ADE will monitor early childhood (EC) programs for effective transition policies, procedures, and practices. The web-based referral system, ECSPEC, will be implemented to facilitate referrals from early childhood-serving agencies to EC programs.

The Special Education Data Manager will provide annual in-service training to EC service providers on the revisions and proper submission of data.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The ADE along with DHHS will conduct joint Part C and Part B 619 training on transition to ensure a seamless transition for children and families, including the use of the ECSPEC system.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services.

**FFY 2007 (2007-2008)** The ADE will monitor early childhood programs for effective transition policies, procedures, and practices.

The Special Education Data Manager will provide annual in-service training to EC service providers on the revisions and proper submission of data.

The ADE along with DHHS will conduct joint Part C and Part B 619 training on transition to ensure a seamless transition for children and families, including the use of the ECSPEC system.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services.

**FFY 2008 (2008-2009)** The ADE will monitor early childhood programs for effective transition policies, procedures, and practices.

The Special Education Data Manager will provide annual in-service training to EC service providers on the revisions and proper submission of data.

The ADE along with DHHS will conduct joint Part C and Part B 619 training on transition to ensure a seamless transition for children and families, including the use of the ECSPEC system.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services.

**FFY 2009 (2009-2010)** The ADE will monitor early childhood programs for effective transition policies, procedures, and practices.

The Special Education Data Manager will provide annual in-service training to EC service providers on the revisions and proper submission of data.

The ADE along with DHHS will conduct joint Part C and Part B 619 training on transition to ensure a seamless transition for children and families, including the use of the ECSPEC system.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services.

**FFY 2010 (2010-2011)** The ADE will monitor early childhood programs for effective transition policies, procedures, and practices.

The Special Education Data Manager will provide annual in-service training to EC service providers on the revisions and proper submission of data.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The ADE along with DHHS will conduct joint Part C and Part B 619 training on transition to ensure a seamless transition for children and families, including the use of the ECSPEC system.

Part B in collaboration with Part C will continue the development of a seamless web-based data collection and tracking system that focuses not only on transition, but also on all aspects of EI and EC services.

## Monitoring Priority: Effective General Supervision Part B

### Indicator 13: Secondary Transition

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals (20 U.S.C. 1416(a)(3)(B))

#### Measurement

Percent = number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the number of youth with an IEP aged 16 and above times 100.

The data is collected through the Program Evaluation and Effectiveness Profile (PEEP) which collects information from each LEA for all IEPs, served throughout the school year.

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

The State recognizes the interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. This interrelationship has been documented in prior State Annual Performance Reports (APRs) highlighting the ongoing emphasis on the general supervision continuous improvement monitoring system which focuses on specific school districts showing poor performance on graduation and dropout rate indicators and secondary grade benchmark assessment results.

Beginning no later than the first IEP to be in effect when an Arkansas student with disabilities 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.

Arkansas has demonstrated in prior APRs the ongoing development of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning (prior to age 16) in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes. The State partners in secondary and postsecondary education while establishing the Arkansas planning priorities identified these critical activities.

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews district IEP folders to ascertain a district's status with regard to secondary transition plans. If an IEP folder is found to be noncompliant, the district is issued a "CAP" and must submit a corrective action plan to the ADE.

#### Baseline Data for FFY 2005 (2005-2006)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals: 98.42%

#### Discussion of Baseline Data

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**FFY 2005  
(2005-2006)**

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals: 98.42%

School districts report their secondary transition data via Program Evaluation Effectiveness Profile (PEEP) via MySped Resource. During the 2005-06 data collection, the entire ADE network was taken off line for more than two-months causing the data collection to be modified. Instead of LEAs entering data directly into PEEP, they had to fill out the required form in a Microsoft Word file and submit the information via e-mail to the IDEA Data & Research Office at the University of Arkansas at Little Rock. The Data & Research Office worked with districts to clarify any questionable submissions and the SEU database administrator to upload the data once the network became available.

The State is mindful of the close interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. Arkansas has a history of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes.

These activities were identified in 2005-06 through the use of the National Alliance for Secondary Education and Transition (NASET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool. Of the five NASET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 2005-06.

The State is using staff and resources of the National Collaborative on Workforce and Disability for Youth for additional technical assistance related to identifying needed planning partners centering on transportation, housing, and technology. The State is also using staff funded through Title VI-B set-aside dollars to offer student-specific interventions. These staff members are accessed through the Special Education website request for services process known as "CIRCUIT" (<http://arksped.k12.ar.us/sections/circuit.html>).

The regional cadre of special education consultants are available to assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders. Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. It is anticipated that CIRCUIT will provide school personnel and parents with an easy access process to obtain support for students with disabilities at risk of dropping out. CIRCUIT received 816 requests for assistance during the 2005-06 school year. Fifty-six of the requests were referred to the Post-school Outcome Interventions for Special Education (P.O.I.S.E.) consultants.

The State is using technology, as well, to offer technical assistance resources to students, school personnel, and parents through the new website HighSchoolMatters.com (<http://www.highschoolmatters.com>). This web resource offers Arkansas-specific information on college, employment, community resources, and self-determination. HighSchoolMatters.com will become a rich resource for offering practical guidance on

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

	<p>strategies for staying in school and making the most of the secondary educational experience.</p> <p>Additional activities surrounding secondary transition included:</p> <ul style="list-style-type: none"> <li>• Local Transition Team Development;</li> <li>• Transition Information Night for Parents;</li> <li>• Arkansas Interagency Transition Partnership;</li> <li>• Self Determination in Arkansas Research Project with the Beach Center on Disability;</li> <li>• Statewide Transition Summit;</li> <li>• Worked with schools that hired School-based Transition Coordinators; and</li> <li>• Numerous trainings             <ul style="list-style-type: none"> <li>○ Person Centered Planning Statewide Training,</li> <li>○ Making the Connections Trainings,</li> <li>○ Transition Trainings, and</li> <li>○ Life After High School Training.</li> </ul> </li> </ul> <p>In 2004-05, Arkansas under took a pilot survey study of general and special education graduates in 20 high schools. LifeTrack, Inc., in Spring 2006 conducted the one-year follow-up survey with a return rate of 83.3%. Question 5 of the survey asked if their school provided sufficient understanding so their transition to post high school was smooth. Seventy-eight percent of respondents indicated yes, 8% indicated no and 13.9% gave no response.</p> <p>The individual analysis of special education and general education was not available at the time of submitting this report.</p>
<b>FFY 2006 (2006-2007)</b>	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
<b>FFY 2007 (2007-2008)</b>	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
<b>FFY 2008 (2008-2009)</b>	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
<b>FFY 2009 (2009-2010)</b>	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
<b>FFY 2010 (2010-2011)</b>	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The State is mindful of the close interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. This interrelationship has been documented in prior State Annual Performance Reports (APRs) highlighting the ongoing emphasis on the general supervision continuous improvement monitoring



## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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system, which focuses on specific school districts showing poor performance on graduation and dropout rate indicators and secondary grade benchmark assessment results. Prior APRs have also documented the ongoing development of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning (prior to age 16) in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes.

These activities are considered critical in meeting the improvement targets set in the SPP. These and other critical elements were identified in 2005-06 through the use of the National Alliance for Secondary Education and Transition (NASET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool.

Of the five NASET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 2005-06. The three priorities identified are:

**SCHOOLING:** In order to perform at optimal levels in all educational settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. Often this occurs without the input from agencies outside of education. Arkansas needs to include other agencies in its school planning to ensure the educational process provides: career and technical programs that are based on professional and industry standards; common performance measures; and individualized transition plans that lead to positive post-school outcomes.

**CAREER PREPARATORY EXPERIENCES:** Arkansas needs to bring together multi-agency programs to better serve youth with disabilities in the following areas: finding, formally requesting and securing appropriate supports and reasonable accommodations in education, training and employment settings; career assessments to help identify students' school and post-school preferences and interests; structured exposure to post-secondary educational and other life-long learning opportunities; exposure to career opportunity requirements including information about entry requirements, educational requirements, income and benefits potential and asset accumulation; and, improved job-seeking skills and basic work-place skills.

**CONNECTING ACTIVITIES:** Improve interagency collaboration through: exploration of additional ways to collaborate (e.g., joint training, data sharing, interagency transition conferences, and in fund coordination); development of a comprehensive plan for communication and the dissemination of transition information for youth with disabilities; and expansion of training and technical assistance.

The State is using staff and resources of the National Collaborative on Workforce and Disability for Youth for additional technical assistance related to identifying needed planning partners centering on transportation, housing, and technology. The State is also using staff funded through Title VI-B set-aside dollars to offer student-specific interventions. These staff members are accessed through the Special Education website request for services process known as "CIRCUIT" (<http://arksped.k12.ar.us/sections/circuit.html>).

As explained on the CIRCUIT web page, the IDEA 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

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders. Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. It is anticipated that CIRCUIT will provide school personnel and parents with an easy access process to obtain support for students with disabilities at risk of dropping out.

The State is using technology, as well, to offer technical assistance resources to students, school personnel, and parents through the new website HighSchoolMatters.com (<http://www.highschoolmatters.com>). This web resource offers Arkansas-specific information on college, employment, community resources, and self-determination. HighSchoolMatters.com will become a rich resource for offering practical guidance on strategies for staying in school and making the most of the secondary educational experience.

**FFY 2006 (2006-2007)** In addition to developing school-centered strategies begun in 2005-06, the State intends to apply through the National Governor's Association Center for Best Practices for the Academy on Improving Outcomes for Young Adults with Disabilities. Through the Academy, substantial gaps and overlaps in agency programs, particularly in relation to service needs, services provided, and cross-agency performance standards will be addressed.

It is clear that youth with disabilities are underutilizing core services available in the state and that graduation and dropout indicators will improve if this can be effectively addressed. At the State-level, Arkansas needs to identify and braid individual funding streams targeted to serving these youth. There is no blueprint to guide local areas that are ready, willing, and able to begin co-locating and integrating services.

One of the products of this activity will be the development of a State Resource Map for identified agencies serving Arkansas youth between the ages of 14 and 30. For a student to graduate and to have a good experience in the world of work, the amount and type of preparation that leads to employment can make the difference between success and failure. The changing nature of the job market makes employment more difficult to obtain without specific skills. There are many resources available to students, teachers, counselors and transition coordinators to aid in the postsecondary and career planning process. The problem is that the resources lack integration and are often not user-friendly. Through the Academy, Arkansas hopes to create a comprehensive, integrated and self-directed tool for the student that interfaces aptitudes as determined from test scores and grades, interests, and skills with current Labor Market Information and Occupational Trends. By matching individual skills and aptitudes with career educational and skill requirements, youth with disabilities will identify realistic career goals, including entry into postsecondary educational settings.

An additional activity for 2006-07 will be the development of more vibrant public/private partnerships designed to offer local support for meaningful youth placements in local economies and postsecondary educational settings. A non-profit organization will be created, to be named "Partners in Transition", that will pursue private sector and foundation funding to offer community and student-specific economic incentives, including postsecondary financial assistance. The Partners in Transition organization will work with state and local agencies to develop programs and strategies related to improving dropout and graduation rates and post-school outcomes, strategies to improve graduation rates for students with severe and multiple disabilities, and the use of technology to facilitate student outcomes.

The CIRCUIT service request process will be expanded to offer earlier interventions for students at risk of dropping out. HighSchoolMatters.com will expand to offer greater interactivity between state-level and local education and employment personnel.

In an effort to improve post-school outcomes for students with disabilities in Arkansas, the Arkansas Department of Education (ADE), Special Education Unit, provides funding to support the employment of a

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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cadre of Special Education Transition Specialists to serve local education agencies throughout the State. These individuals are working to develop local transition teams for children with disabilities. Around the nation, there is continued emphasis on the importance of interagency collaboration to improve outcomes for youth with disabilities. Research shows that the better the collaboration at the local and state levels, the better the outcomes for youth with disabilities.

The key to effective collaboration is building and maintaining relationships. On the local level, schools need to build relationships with public and private agencies, local service providers, business and industry, and other community members. The development and use of local transition teams by school districts is a major building block in establishing the relationships. Local transition teams can improve post-school outcomes for students by providing the following:

- More opportunities for work experience within the community;
- More effective transition from school to adult life (fewer students fall through the cracks);
- More services for students; and
- Less duplication of services, therefore, monies can be spent more efficiently and a wider array of services can be provided.

On February 21-22, 2007, the “2007 Arkansas Transition Summit: Real Options for Positive Outcomes” will be held at the Embassy Suites, Little Rock, Arkansas.

The goals are:

- to build or enhance local level, cross-disciplinary Transition Teams for improving post school results for students with disabilities;
- to develop goals and action steps for local Transition Teams; and
- to identify technical assistance needs of Transition Teams.

The Arkansas Transition Summit will assist school districts in building or enhancing local transition teams. School districts or community members must assemble a team of people within the community or county to participate in the Arkansas Transition Summit. This team will serve as the local transition team for the community or county. The team registration form for the Arkansas Transition Summit, as well as, information regarding the required team composition, is contained in the attachments. Time is allotted during the Transition Summit for teams to engage in team planning. Teams will leave the Transition Summit with a plan to improve outcomes for students with disabilities within the local community or county.

**FFY 2007 (2007-2008)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in 2006-07. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving the secondary transition indicator.

Today nearly all students are expected to graduate from high school. Yet, hundreds of thousands in the United States leave school early each year without a diploma (National Center for Education Statistics, 2002). Researchers have identified ninth grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school. According, to the 2005-06 dropout data from the State’s Student Information System (SIS) 1,018 ninth graders did not re-enroll for the 2006-07 school year.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Based on the present data, a longitudinal cohort of ninth graders will be established beginning with the 2007-2008 school year and will include all public school districts, open-enrollment charter schools, and state-operated educational programs. Student performance data will be added to the SIS Cycle 3 November 15, 2007 data submission for the identification of students failing one or more classes during the initial grading period. Districts, working with the P.O.I.S.E. Technical Advisory Teams, will administer universal interventions (Response to Intervention) for a period of time not to exceed 10 weeks. A second student performance data collection will be conducted in SIS Cycle 5 February 15, 2008 to identify students having failed the semester. Once student have been identified as failing the semester, districts will administer targeted interventions (Intervention Prevention) with additional individualized student-centered supports not to exceed 20 weeks. All interventions will be tracked to determine effectiveness to student performance. P.O.I.S.E. Technical Advisory Teams will coordinate interventions based upon disaggregated data.

**FFY 2008 (2008-2009)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities strategies developed in 2005-06 and refined in the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The policy strategies developed through the NGA initiative in 2006-07 will be further incorporated into state-level planning, while the Partners in Transition effort will be expanded. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving the secondary transition indicator. The P.O.I.S.E. Technical Advisory Teams will implement the ninth grade intervention project.

**FFY 2009 (2009-2010)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be implemented statewide. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving the secondary transition indicator. The P.O.I.S.E. Technical Advisory Teams will implement the ninth grade intervention project.

**FFY 2010 (2010-2011)** State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort will be operational statewide. CIRCUIT and HighSchoolMatters.com will continue to be utilized as vehicles for improving the secondary transition indicator. The P.O.I.S.E. Technical Advisory Teams will implement the ninth grade intervention project.

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**Monitoring Priority: Effective General Supervision Part B**

**Indicator 14: Post-School Outcomes**

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (20 U.S.C. 1416(a)(3)(B))

**Measurement**

Percent = number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school divided by the number of youth assessed who had IEPs and are no longer in secondary school times 100.

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

Arkansas recognizes the interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. This interrelationship has been documented in prior State Annual Performance Reports (APRs) highlighting the ongoing emphasis on the general supervision continuous improvement monitoring system which focuses on specific school districts showing poor performance on graduation and dropout rate indicators and secondary grade benchmark assessment results.

Beginning no later than the first IEP to be in effect when an Arkansas student with disabilities 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.

Arkansas has demonstrated in prior APRs the ongoing development of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning (prior to age 16) in the areas of training, education, employment, and independent living designed to increase educational benefit and improve disabled student post-school outcomes. The State partners in secondary and postsecondary education while establishing the Arkansas planning priorities identified these critical activities.

The movement of students from school to post-school activities, Arkansas has aligned its definition of competitive employment with the Rehabilitation Act, as amended to include integrated work settings in which individuals are working toward competitive work. Additionally, postsecondary education includes two and four year colleges, continuing and adult education, including technical programs.

**Baseline Data for FFY 2004 (2004-2005)**

Not applicable

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	<p>Arkansas has established the last Friday in May as the day to pull student contact information each year for grades 9-12. A Commissioner's Memo is released each spring reminding districts of the special data pull.</p> <p>The contact information is cross-referenced with the special education module to determine if a student received special education during the school year. The final special education student contact list is then cross referenced with special education exits, as well as district graduation and dropout data. A final list of students to be surveyed for districts in the sampling year is compiled in the following February.</p> <p>Arkansas has continued to have school district consolidations, which have necessitated changes to the sampling timeline. Districts that were consolidated will be surveyed in the time frame of the receiving district.</p> <p>The Arkansas Secondary Transition Technical Assistance Center will contract with LifeTrack Services, Inc. to conduct the data collection between April 1, 2007 and June 30, 2007.</p> <p>In 2004-05, Arkansas under took a pilot survey study of general and special education graduates in 20 high schools. LifeTrack, Inc., in Spring 2006 conducted the one-year follow-up survey with a return rate of 83.3%. The composite data reveals that one-year after graduating high school:</p> <ul style="list-style-type: none"> <li>• 29.5% are working full time;</li> <li>• 30.2% are working part time;</li> <li>• 3.8% are in the military;</li> <li>• 39.4% are attending a 4 year college/university;</li> <li>• 18.6% are attending a 2 year college; and</li> <li>• 1.4% are participating in vocational/technical programs.</li> </ul> <p>The individual analysis of special education and general education was not available at the time of submitting this report.</p>
<b>FFY 2006 (2006-2007)</b>	In February 2008, submit results of 2005-06 graduates, dropouts and maximum age along with targets for remaining years.
<b>FFY 2007 (2007-2008)</b>	To be reported February 2008
<b>FFY 2008 (2008-2009)</b>	To be reported February 2008
<b>FFY 2009 (2009-2010)</b>	To be reported February 2008



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2010 (2010-2011)</b>	To be reported February 2008
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**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** Arkansas will develop a post school outcome survey to be conducted in the spring of 2007 for graduates, dropouts, and students who exited at maximum age in school year 2005-06. A list of students with disabilities from each district will be compiled from the Arkansas Public School Computer Network (APSCN). The Arkansas Secondary Transition Technical Assistance Center will contract with LifeTrack Services, Inc. to generate mailings, conduct telephone follow-ups, and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

**Arkansas' Post School Outcomes Sampling Plan**

Post school outcomes will be collected 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 2004-05 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, the largest school district in Arkansas with an ADM over 20,000, is the only school district within ADM strata 1; therefore, it is sampled in year 1. Summaries of the number of districts within each stratum as well as per year are provided in Tables 1 and 2.

Treatment of Missing Data: The survey response rate will be examined and reported. In addition, missing data will be evaluated. Subsequently, a sensitivity analysis will be conducted to investigate the effects, if any, of non-response and missing data on results of the survey. Demographic and historical data will be evaluated with regard to differences between students who respond and those who do not. Estimates and analysis will be adjusted accordingly.

**Table 1. ADM Strata**

<b>ADM</b>	<b># Districts</b>	<b>ADM Strata</b>
20,000 and over	1	6
10,000 to 19,999	4	5
5,000 to 9,999	10	4
2,500 to 4,999	29	3
1,000 to 2,499	76	2
1 to 999	144	1
<b>Total</b>	<b>264</b>	

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**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	25	13	6	2	1	1	<b>48</b>
2	26	14	5	2	1		<b>48</b>
3	23	12	5	2	1		<b>43</b>
4	22	13	4	2	1		<b>42</b>
5	22	12	5	1			<b>40</b>
6	26	12	4	1			<b>43</b>
<b>Grand Total</b>	<b>144</b>	<b>76</b>	<b>29</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>264</b>

Arkansas in recent years has gone through a series of school district consolidations. More consolidations are anticipated in the future; therefore, the ADM strata and random assignment will be adjusted accordingly for consolidation.

In addition, the number of Charter schools in the State has increased; however, many of the Charter schools do not include high schools. The Charter schools are included in the sampling methodology to ensure their changing enrollment is captured.

A list of schools whose post-school students from 2005-06 will be to be surveyed in spring 2007 is presented in Table 3.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 3. Post School Outcomes Survey Districts by Sampling Year 1 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
1305	CLEVELAND COUNTY	1	1
1503	NEMO VISTA	1	1
1702	CEDARVILLE	1	1
1805	TURRELL	1	1
2305	MAYFLOWER	1	1
2340	FOCUS LEARNING ACADEMY	1	1
2402	CHARLESTON	1	1
2501	MAMMOTH SPRING	1	1
3104	MINERAL SPRINGS	1	1
3701	BRADLEY	1	1
3704	LAFAYETTE COUNTY	1	1
3804	HOXIE	1	1
4204	SCRANTON	1	1
5008	NEVADA COUNTY	1	1
5604	MARKED TREE	1	1
5705	WICKES	1	1
5803	HECTOR	1	1
5903	HAZEN (incl. Devalls Bluff-cons in 06-07)	1	1
6092	ARKANSAS SCHOOL FOR THE DEAF	1	1
6604	HARTFORD	1	1
6605	LAVACA	1	1
7303	BRADFORD	1	1
0504	OMAHA	1	1
0601	HERMITAGE	1	1
0602	WARREN	1	2
1002	ARKADELPHIA	1	2
1602	WESTSIDE	1	2
1612	VALLEY VIEW	1	2
3502	DOLLARWAY (incl. Altheimer-cons.in 06-07)	1	2
4201	BOONEVILLE	1	2
4203	PARIS	1	2
5502	CENTERPOINT	1	2
5703	MENA	1	2
5802	DOVER	1	2
5804	POTTSVILLE	1	2
6802	CAVE CITY	1	2
7208	WEST FORK	1	2
1905	WYNNE	1	3
2606	LAKESIDE	1	3
2705	SHERIDAN	1	3
2808	PARAGOULD	1	3
7001	EL DORADO	1	3
7311	SEARCY	1	3
0401	BENTONVILLE	1	4
4304	CABOT	1	4
7207	SPRINGDALE	1	5
6001	LITTLE ROCK	1	6

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2006 (2006-2007)** ADE will compile a list of students with disabilities from each district from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate, mailings, conduct telephone follow-ups, and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A list of schools whose post-school students from 2006-07 will be to be surveyed in spring 2008 is presented in Table 4.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 4. Post School Outcomes Survey Districts by Sampling Year 2 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
0402	DECATUR	2	1
0501	ALPENA	2	1
0903	LAKESIDE	2	1
1201	CONCORD	2	1
1605	BUFFALO ISLAND CENTRAL	2	1
1613	RIVERSIDE	2	1
2240	ARISE CHARTER SCHOOL	2	1
2403	COUNTY LINE	2	1
3203	CUSHMAN	2	1
3211	MIDLAND	2	1
3301	CALICO ROCK	2	1
3405	JACKSON COUNTY	2	1
3806	SLOAN-HENDRIX	2	1
3840	IMBODEN	2	1
4501	FLIPPIN	2	1
4602	GENOA CENTRAL	2	1
4701	ARMOREL	2	1
4902	MOUNT IDA	2	1
5102	JASPER	2	1
5501	DELIGHT	2	1
6091	ARKANSAS SCHOOL FOR THE BLIND	2	1
7309	PANGBURN	2	1
7310	ROSE BUD	2	1
0803	GREEN FOREST	2	2
1101	CORNING	2	2
1603	BROOKLAND	2	2
2002	FORDYCE	2	2
2104	DUMAS	2	2
2202	DREW CENTRAL	2	2
2203	MONTICELLO	2	2
3403	NEWPORT	2	2
4301	LONOKE	2	2
4603	FOUKE	2	2
4708	GOSNELL	2	2
6103	POCAHONTAS	2	2
6804	HIGHLAND	2	2
7204	GREENLAND	2	2
0303	MOUNTAIN HOME	2	3
2603	HOT SPRINGS	2	3
2807	GREENE COUNTY TECH	2	3
3510	WHITE HALL	2	3
5204	FAIRVIEW	2	3
1803	WEST MEMPHIS	2	4
2301	CONWAY	2	4
6601	FORT SMITH	2	5

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2007 (2007-2008)** ADE will compile a list of students with disabilities from each district from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate, mailings, conduct telephone follow-ups and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A list of schools whose post-school students from 2007-08 will be to be surveyed in spring 2009 is presented in Table 5.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 5. Post School Outcomes Survey Districts by Sampling Year 3 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
0302	COTTER	3	1
0304	NORFORK	3	1
0802	EUREKA SPRINGS	3	1
1204	WEST SIDE	3	1
1704	MULBERRY	3	1
2503	VIOLA	3	1
2607	MOUNTAIN PINE	3	1
2901	BLEVINS	3	1
2906	SPRING HILL	3	1
4302	ENGLAND	3	1
4303	CARLISLE	3	1
4502	YELLVILLE-SUMMIT	3	1
5301	EAST END	3	1
5504	MURFREESBORO	3	1
5704	VAN COVE	3	1
5706	OUACHITA RIVER	3	1
6806	TWIN RIVERS	3	1
7304	WHITE COUNTY CENTRAL	3	1
7403	MCCRORY	3	1
7503	DANVILLE	3	1
7509	WESTERN YELL COUNTY	3	1
0404	GRAVETTE	3	2
2105	MCGEHEE	3	2
2404	OZARK	3	2
2602	FOUNTAIN LAKE	3	2
3001	BISMARCK	3	2
3105	NASHVILLE	3	2
4003	STAR CITY	3	2
4101	ASHDOWN	3	2
4713	OSCEOLA	3	2
6301	BAUXITE	3	2
6401	WALDRON	3	2
6502	SEARCY COUNTY	3	2
0406	SILOAM SPRINGS	3	3
1611	NETTLETON	3	3
1804	MARION	3	3
3509	WATSON CHAPEL	3	3
6602	GREENWOOD	3	3
3505	PINE BLUFF	3	4
5805	RUSSELLVILLE	3	4
6003	PULASKI COUNTY SPECIAL	3	5

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2008 (2008-2009)** ADE will compile a list of students with disabilities from each district from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate, mailings, conduct telephone follow-ups and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A list of schools whose post-school students from 2008-09 will be to be surveyed in spring 2010 is presented in Table 6.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 6. Post School Outcomes Survey Districts by Sampling Year 4 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
0440	BENTON COUNTY SCHOOL OF ARTS	4	1
1203	QUITMAN	4	1
1505	WONDERVIEW	4	1
1601	BAY	4	1
1802	EARLE	4	1
1905	WYNNE	4	1
2306	MT. VERNON/ENOLA	4	1
2604	JESSIEVILLE	4	1
3102	DIERKS	4	1
3302	MELBOURNE	4	1
3810	LAWRENCE COUNTY	4	1
3809	HILLCREST	4	1
4801	BRINKLEY	4	1
5201	BEARDEN	4	1
5303	PERRYVILLE	4	1
6040	ACADEMICS PLUS CHARTER SCHOOL	4	1
6041	LISA ACADEMY CHARTER SCHOOL	4	1
7007	PARKERS CHAPEL	4	1
7008	SMACKOVER	4	1
7104	SHIRLEY	4	1
7105	SOUTHSIDE	4	1
7240	THE ACADEMY	4	1
0407	PEA RIDGE	4	2
2303	GREENBRIER	4	2
3004	MALVERN	4	2
3601	CLARKSVILLE	4	2
5205	HARMONY GROVE	4	2
5602	HARRISBURG	4	2
5801	ATKINS	4	2
6701	DEQUEEN	4	2
7202	FARMINGTON	4	2
7205	LINCOLN	4	2
7307	RIVERVIEW	4	2
7504	DARDANELLE	4	2
7510	TWO RIVERS	4	2
0503	HARRISON	4	3
4605	TEXARKANA	4	3
5403	HELENA-WEST HELENA	4	3
7302	BEEBE	4	3
6002	NORTH LITTLE ROCK	4	4
6303	BRYANT	4	4
0405	ROGERS	4	5

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2009 (2009-2010)** ADE will compile a list of students with disabilities from each district from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate, mailings, conduct telephone follow-ups and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A list of schools whose post-school students from 2009-10 will be to be surveyed in spring 2011 is presented in Table 7.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 7. Post School Outcomes Survey Districts by Sampling Year 5 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
0505	VALLEY SPRINGS	5	1
0701	HAMPTON	5	1
1106	RECTOR	5	1
1408	EMERSON-TAYLOR	5	1
1703	MOUNTAINBURG	5	1
2703	POYEN	5	1
3003	MAGNET COVE	5	1
3201	BATESVILLE	5	1
3212	CEDAR RIDGE	5	1
3306	IZARD COUNTY	5	1
4901	CADDO HILLS	5	1
5106	DEER/MT. JUDEA	5	1
5206	STEPHENS	5	1
5401	BARTON-LEXA	5	1
5607	WEINER	5	1
6102	MAYNARD	5	1
6202	HUGHES	5	1
6205	PALESTINE/WHEATLEY	5	1
6304	HARMONY GROVE	5	1
6505	OZARK MOUNTAIN	5	1
7003	JUNCTION CITY	5	1
7401	AUGUSTA	5	1
0104	STUTTGART	5	2
0203	HAMBURG	5	2
0403	GENTRY	5	2
0801	BERRYVILLE	5	2
1202	HEBER SPRINGS	5	2
4401	HUNTSVILLE	5	2
4706	SOUTH MISSISSIPPI COUNTY	5	2
4712	MANILA	5	2
5006	PRESCOTT	5	2
6901	MOUNTAIN VIEW	5	2
7102	CLINTON	5	2
7301	BALD KNOB	5	2
1402	MAGNOLIA	5	3
1608	JONESBORO	5	3
2605	LAKE HAMILTON	5	3
4702	BLYTHEVILLE	5	3
6201	FORREST CITY	5	3
7203	FAYETTEVILLE	5	4

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2010 (2010-2011)**

ADE will compile a list of students with disabilities from each district will be compiled from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate mailings, conduct telephone follow-ups and basic survey response analysis. ADE will receive a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data and Research Office.

The Arkansas IDEA Data and Research Office will provide district and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how to the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A list of schools whose post-school students from 2010-11 will be to be surveyed in spring 2012 is presented in Table 8.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Table 8. Post School Outcomes Survey Districts by Sampling Year 6 and ADM Strata**

<b>LEA Number</b>	<b>District Name</b>	<b>Sampling Year</b>	<b>ADM Strata</b>
0502	BERGMAN	6	1
0506	LEAD HILL	6	1
1003	GURDON	6	1
1104	PIGGOTT	6	1
1304	WOODLAWN	6	1
1901	CROSS COUNTY	6	1
2304	GUY-PERKINS	6	1
2502	SALEM	6	1
2601	CUTTER-MORNING STAR	6	1
2803	MARMADUKE	6	1
3005	OUACHITA	6	1
3606	WESTSIDE	6	1
4102	FOREMAN	6	1
4202	MAGAZINE	6	1
4802	CLARENDON	6	1
5404	MARVELL	6	1
5440	KIPP/ DELTA COLLEGE PREP SCHL	6	1
5503	KIRBY	6	1
5608	EAST POINSETT COUNTY	6	1
5901	DES ARC	6	1
6603	HACKETT	6	1
6703	HORATIO	6	1
7006	NORPHLET	6	1
7009	STRONG-HUTTIG SCHOOL DISTRICT	6	1
0101	DEWITT	6	2
0201	CROSSETT	6	2
1507	SO. CONWAY COUNTY	6	2
3002	GLEN ROSE	6	2
3201	BATESVILLE	6	2
3209	SOUTHSIDE	6	2
3604	LAMAR	6	2
3904	LEE COUNTY	6	2
5605	TRUMANN	6	2
6606	MANSFIELD	6	2
7201	ELKINS	6	2
7206	PRAIRIE GROVE	6	2
1701	ALMA	6	3
2307	VILONIA	6	3
2903	HOPE	6	3
6302	BENTON	6	3
1705	VAN BUREN	6	4
6001	LITTLE ROCK	6	6

## **Monitoring Priority: Effective General Supervision Part B**

### **Effective General Supervision Part B / General Supervision**

#### **Overview of State Performance Plan Development**

The development of the Arkansas State Performance Plan (SPP) 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 were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. 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.

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October.

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 Arkansas Department of Education (ADE) Special Education 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 over-representation.

Following the submission of the Arkansas SPP on December 2, 2005, the Arkansas Department of Education (ADE) will disseminate the entire content of the SPP to the public through the Special Education website. Copies of the SPP, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release has been prepared and will be provided to all statewide media outlets along with information on how the public may obtain or review a copy of the SPP.

The Special Education website will be the primary vehicle for the annual dissemination of the State’s Annual Performance Report (APR) progress or slippage in meeting SPP measurable and rigorous targets. The extent of progress or slippage for each SPP indicator will be reflected in the February 2007 Annual Performance Report, which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA’s performance against the SPP targets using the Special Education website, as well as in an ongoing series of performance reports, which will be disseminated to statewide and local media outlets, primarily the print media.

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## Monitoring Priority: Effective General Supervision Part B

### Indicator 15: Identification and Correction of Noncompliance

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification

#### Measurement

Percent of noncompliance corrected within one year

- a. Number of findings of noncompliance
  
- b. Number of corrections completed as soon as possible but in no case later than one year from identification

Percent =  $[(b) \text{ divided by } (a)] \text{ times } 100$ .

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and or enforcement that the State has taken.

The OSEP SPP template for Indicator 15 is used to generate the baseline results.

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

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

The Arkansas Department of Education Special Education Unit is composed of the following sections:

Dispute Resolution Section (DRS)

Monitoring/Program Effectiveness (M/PE)

Non-Traditional Programs

State Program Development

Associate Director's Office

Grants/Data Management (G/DM)

Arkansas IDEA Data and Research Office at the University of Arkansas at Little Rock

Dispute Resolution: The Dispute Resolution Section (DRS) of the Special Education Unit of the Arkansas Department of Education 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 federal Individuals with Disabilities Education Act (IDEA), as amended. Implementation of both systems was accomplished under an Arkansas state document titled IDEA Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2000).

Coordination of due process hearings, complaint investigations, and pre-filing mediation services is the duty of the DRS with the legal mandate of ensuring effective general supervision. This goal is accomplished by resolving disputes in accordance with the federal and state regulations governing due process hearings and complaint investigations. In resolving issues requiring dispute resolution, the administrator of the DRS works closely with the administrator of the Monitoring/Program Effectiveness (M/PE) Section and ADE Area Supervisors assigned to the M/PE Section to ensure prompt resolution to complaints filed with the DRS.

In addition to monitoring and enforcing compliance with corrective actions contained in hearing decisions or investigation reports, the DRS also sends monitors to make on-site inspections of school districts and

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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early childhood programs to determine actual and continued compliance. A member of the M/PE Section usually does the on-site follow-up visit.

In the event violations are found and corrective actions ordered by a hearing officer or the ADE's Director in the case of a complaint, the DRS monitors and enforces compliance with corrective actions by the public agency. The DRS works collaboratively with the public agency in achieving compliance, but 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 on the issue of withholding of funds.

Additionally, 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 Supervisor for further resolution before they escalate into larger procedural issues requiring formal complaint investigations or due process hearing resolutions.

The DRS also 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 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 U.A.L.R. Bowen School of Law in Little Rock. The project makes available mediation services to resolve disputes arising prior to the filing of a due process hearing request or complaint investigation request 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 pre-filing mediation program is designed to resolve disputes before a formal request is made for a due process hearing or a complaint investigation. Mediation services are intended to reduce costs and lessen hard feelings and intractable positions between parents of students with disabilities and schools/co-ops. This availability and use of this process does not obstruct access to the due process hearings or complaint systems.

Monitoring/Program Effectiveness and Non-Traditional Programs: While the M/PE Section is directly responsible for the oversight of the special education programs in the state's public schools and co-ops, the M/PE Section, in conjunction with the ADE'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 programs, Juvenile Detention Facilities, and private agencies scattered throughout the state.

Additionally, the M/PE Section personnel work closely with the Grants/Data Management Section and the Arkansas IDEA Data and Research Office in carrying out the M/PE Section's overall supervision of the provision of special education and related services. Monitoring activities often raise issues in the area of Child Count Audits, provision of qualified providers, provision of adequate supplies and materials, facilities, and numerous other issues dealing with the expenditure of state and federal funds for special education and related services.

Because of the M/PE Section's role in overseeing the implementation of special education and related services to students with disabilities throughout the state in a variety of settings, monitoring activities often identify personnel and staff development issues that must be coordinated with the State's Program Development Administrator who oversees the State's professional development activities. By working in

## Arkansas Department of Education Special Education Unit

### Part B State Performance Plan

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conjunction with this Section, ADE Area Supervisors can assist the Administrator in developing and implementing in-service and staff development programs specifically designed to meet the needs of specific geographic areas throughout the state and, if needed, statewide activities.

The M/PE Section has intensified its working relationship with the ADE Special Education Associate Director's staff to ensure that students identified as needing special education and related services as defined by the IDEA are included in statewide and district-wide assessments. In addition, they work to ensure that students access educational programs through their Individualized Education Programs (IEPs) or participate in the general education environment that parallels those of their non-disabled peers.

Associate Director's Office: The Associate Director's staff primarily assists the Associate Director in designing and/or conducting activities associated with initiatives undertaken because of state and federal mandates. These include

- amending and/or developing state special education rules;
- assisting the Associate Director in monitoring and responding to the activities of the Arkansas General Assembly when it is in session;
- overseeing the development and implementation of the statewide alternate portfolio assessment for students with disabilities, as well as related statewide personnel training activities;
- assisting in the collection, review, analysis, and reporting of required LEA and state data; and
- serving as a liaison for the Associate Director with other divisions within the ADE and outside agencies with whom we collaborate and cooperate. Associate Director's staff coordinates assignments with other sections of the ADE and the Arkansas IDEA Data and Research Office.

Grants/Data Management and the Arkansas IDEA Data and Research Office: The G/DM Section participates in general supervision by

- identifying appropriate and effective use of federal, state, and local program funds through the budgeting process.
- analyzing required reporting from public agencies on the use of funds to achieve desired program outcomes including special grant reporting on spending and program results, early intervening, annual and mid-year Title VI-B, and Section 619 budget expenditure reports.
- conducting budget analysis on reimbursement programs such as state Catastrophic Occurrences and residential placements to ensure accurate requests and use of funds.
- ensuring intensive and timely interventions are imposed to correct noncompliance with federal requirements on spending levels.
- monitoring established deadlines for reporting and use of automation to ensure adherence to spending and reporting deadlines.
- providing direct technical assistance through easy access to ADE financial and technology staff, as well as the Arkansas IDEA Data and Research Office staff.

The Arkansas IDEA Data and Research Office: In 2004-05, the ADE initiated a partnership with the University of Arkansas at Little Rock (UALR) College of Education to create the Arkansas IDEA Data and Research Office (<http://arksped.k12.ar.us/sections/dataandresearch.html>). This relocated the Special Education Data Manager to UALR for the purpose of providing 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, the IDEA Data and Research Office ensures standardized data collection procedures for federal reporting, state and district level data analysis, and public dissemination of

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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program effectiveness data including school district and early childhood program profiles, Focused Monitoring Profiles, the State Performance Plan, and the Annual Performance Report.

The Arkansas IDEA Data and Research Office coordinates with the ADE Sections on various projects by providing leadership and guidance in the areas of data collection and survey design as well as data related school district and co-op personnel training. They are active participants in the General Supervision Enhancement Grant early childhood and family outcomes project (GSEG), as well as in coordinating the SPP data requirements.

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

The general supervision instruments and procedures, used by the ADE, identify and correct IDEA noncompliance in a timely manner. These instruments include the coordination of due process hearings, complaint investigations, and pre-filing mediation services through the Dispute Resolution Section of the ADE Special Education Unit. While hearing officers conduct due process hearings, ADE Area Supervisors, through the Monitoring and Program Effectiveness (M/PE) Section, 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.

M/PE Area Supervisors are responsible for monitoring special education programs within Arkansas school districts. This reporting period was the last one that operated solely on the “traditional” system of school IDEA compliance monitoring. In this system, these thirteen (13) issue areas were addressed during monitoring:

Child Find	Due Process/Procedural Safeguards
Protection in Evaluation	Individualized Education Programs (IEP)
Free Appropriate Public Education (FAPE)	Least Restrictive Environment (LRE)
Confidentiality	Personnel/Professional Development
Private School Placement	Use of Funds
Coordinated Service System	Local Applications
Full Educational Opportunity Goal	

In preparation for monitoring, an ADE Area Supervisor would contact the Local Education Agency (LEA) at least two weeks prior to an on-site visit. A General Program Checklist would be completed by the school district and requested information would be submitted to the ADE prior to the visit. The traditional system was based on a three-year rotational monitoring cycle, with one-third of all school districts monitored each year.

It became increasingly clear during 2002-03 that the traditional monitoring system focused almost entirely on compliance with procedural requirements to the exclusion of program effectiveness outcomes. A school district could meet all of the criteria on a compliance checklist and still have large numbers of children failing to make adequate educational progress from year to year. Alternatively, in some cases a district might produce results in its special education programs and not meet the procedural requirements of the IDEA. Procedural compliance and educational results were often disconnected.

For this reason, and in an attempt to learn more about actual outcomes at the school rather than just the district level, the special education monitoring system used by the ADE began to be revised. Planning was begun to supplement the traditional approach with a “focused” monitoring system based initially on a series of data-driven indicators to identify those districts most in need of intensive general supervision activities.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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Indicators were developed and applied based on historical discipline, exiting, disproportionality, student performance data, and educational placement data. In addition to historical data, these indicators took into account the results of the three-year traditional monitoring cycle by focusing on numbers and severity of Compliance Action Plans (CAPs), founded complaints, and due process hearings.

The revised monitoring system was intended to address the need for focusing on areas of compliance that impacted the results for children. Conceptually, a system that previously focused on procedural compliance will now focus on program effectiveness and student results, while still ensuring that state laws and regulations are implemented and that protections guaranteed to students with disabilities and their parents are enforced. The new system was introduced to Arkansas school districts prior to the end of the 2002-03 school year through the issuance of a Director's Memo IA-03-057 on March 27, 2003.

In the 2004-05 school year, districts were no longer required to submit a written Compliance Action Plan to M/PE; instead, they were to incorporate their Compliance Action Plan into the Arkansas Consolidated School Improvement Plan (ACSIP). This permits the M/PE monitors to review the Compliance Action Plans through an ADE web site; thus, allowing a desk audit to be performed at any time throughout the year.

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

Throughout the monitoring system, the ADE imposes corrective strategies on the public agency, along with specific documentation to be submitted to demonstrate implementation of corrective actions. Under the revised system, individual public agencies will be required to conduct a self-assessment and develop a school wide improvement plan containing strategies to correct deficiencies, with corresponding timelines for review to gauge the effectiveness of their implementation of corrective actions. ADE personnel monitoring the public agency's effectiveness will require revisions if the efforts appear to be ineffective or not working.

Public agencies must submit written assurance or evidence that the deficiencies within a Compliance Action Plan have been corrected as directed. When written assurance is provided, evidence that documents the LEA's progress in correcting the noted deficiencies must be available at the public agency for review by ADE staff. Upon the receipt of all requested evidence listed in the Compliance Action Plan and completion of the corrective actions, ADE staff will notify the public agency of its compliance status.

DRS personnel review corrective strategies proposed by LEAs in light of corrective actions required in a hearing decision or complaint report. Strategies are required to meet the letter and intent of the corrective action which they address. At times, corrective strategies can be evaluated based upon documentation submitted to the ADE by an LEA. It is common for initial proposed corrective strategies to be insufficient in some substantive way in addressing the required corrective action. When the initial strategy is insufficient, the DRS works collaboratively with the LEA to prompt the actions necessary to achieve compliance. As needed, the ADE sends one or more monitors on site to determine if a public agency is complying with corrective actions.

An LEA under a corrective action directive in a hearing decision or complaint investigation report is required to submit documentation addressing the status of compliance with corrective actions within 30 days of the date the report was disseminated by the ADE. Effective correction of noncompliance in a timely manner is determined by documentation submitted by the public agency, on-site visits, and by monitoring activities conducted by the ADE Area Supervisors. The DRS also receives and evaluates feedback and objections to compliance activities or strategies from parents, attorneys, advocates, and other appropriate interested parties.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Baseline Data for FFY 2004 (2004-2005)**

Percent of noncompliance corrected within one year

- a. Number of findings of noncompliance: 247
- b. Number of corrections completed as soon as possible but in no case later than one year from identification: 246

Percent of noncompliance corrected within one year.  $246/247 = 99.60\%$

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and or enforcement that the State has taken.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>A. There were 247 findings of noncompliance in 2003-04. The areas of noncompliance under a related monitoring priority were</p> <ul style="list-style-type: none"> <li>• Child Find</li> <li>• Due Process</li> <li>• Protection in Evaluation Procedures</li> <li>• Procedures for Evaluating Specific Learning Disability</li> <li>• Individualized Education Programs</li> <li>• Free Appropriate Public Education</li> <li>• Confidentiality Information</li> <li>• Comprehensive System of Personnel Development</li> </ul> <p>Noncompliance within the dispute resolution system focused on</p> <ul style="list-style-type: none"> <li>• Protection in Evaluation Procedures</li> <li>• Due Process</li> <li>• IEP development in accordance with regulations</li> <li>• IEP Implementation</li> <li>• Discipline</li> <li>• Denial of Free Appropriate Public Education</li> <li>• Early Childhood Transition Timelines</li> <li>• Appropriate Staff Training</li> <li>• Failure to meet Regulatory Timelines</li> <li>• Extended School Year</li> <li>• Unilateral Termination-Education Placement</li> <li>• Appropriate facilities</li> </ul> <p>B. Two hundred forty six (246) or 99.60% of corrections were completed as soon as possible but in no case later than one year from identification. The one finding still outstanding addressed appropriate facilities. This district had to redesign its special education program, and while all other findings were corrected within one-year, it took 4 months beyond the one-year timeline to correct the appropriate facility finding.</p>
<b>FFY 2005 (2005-2006)</b>	100% compliance

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2006 (2006-2007)</b>	100% compliance
<b>FFY 2007 (2007-2008)</b>	100% compliance
<b>FFY 2008 (2008-2009)</b>	100% compliance
<b>FFY 2009 (2009-2010)</b>	100% compliance
<b>FFY 2010 (2010-2011)</b>	100% compliance

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will review internal policy, procedures, and practices to ensure due process and complaint resolution timelines are met and revise internal operations accordingly. The ADE will develop and implement resolution sessions as part of the dispute resolution policy, procedures, and practices for the 2005-06 school year. For financial compliance, the G/DM Section posted the online survey questions below to be completed by LEAs when filing their annual Consolidated Application.

Did you budget Title VI-B funds for Early Intervening Services (EIS) as provided for at Section 613(f) in IDEA 2004?

- No
- Yes, my district budget includes \$\_\_\_\_\_ for EIS.

Does your budget include any Title VI-B permissive uses of funds as specified at Section 613(a)(4) in IDEA 2004?

- No
- Yes, my district budget includes \$\_\_\_\_\_ for Title VI-B permissive uses.

Did you use any Title VI-B funds in your budget for Title I school wide programs as provided for at Section 613(a)(2)(D) in IDEA 2004?

- No
- Yes, my district budget includes \$\_\_\_\_\_ for Title I school wide programs.

If you answered Yes to any of the above, does your District's ACSIP include a narrative describing this use of Title VI-B funds?

- No
- Yes

Did you use the authority under Section 613(a)(2)(C) (the 50% provision) to reduce local expenditures due to an increase in Title VI-B funds?

- No
- Yes, my district budget reduced local expenditures by \$\_\_\_\_\_.

The purpose of this survey was to validate the use of federal funds and each LEA's conformance to required ACSIP reporting. In addition, G/DM continued to use the State Education Accounting Manual rules to increase financial compliance on the use of federal funds and Medicaid for local special education services.

The M/PE Section will continue monitoring activities through the three-tier system, although the ADE will integrate a significant technology component into the compliance monitoring system. The ADE will seek to develop an Automated Monitoring Interface (AMI™) that will pull local IEP and due process compliance

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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data electronically from LEAs into a central data repository. The *AMI*<sup>™</sup> is intended to replace the manual monitoring checklist and will give the ADE the opportunity to randomly monitor any special education program in the State without regard to the traditional every third year cycle.

**FFY 2006 (2006-2007)** As the Automated Monitoring Interface is fully deployed, the IDEA Data and Research Office will be asked by the ADE to conduct a series of analyses on the data from 2005-06. These data and statistical analyses will form the basis for electronic reviews of the timely evaluation data on an ongoing basis during 2006-07. Local special education staff will be trained on the methodology to be used by the IDEA Data and Research Office and the protocol for transferring statistical findings of compliance to the M/PE Section. The G/DM Section will develop protocols for ensuring the integrity of compliance data gathered electronically.

It is anticipated that the statistical findings of compliance will allow the development of district-specific electronic checklists that will allow the ADE to audit IEP compliance prior to site visits, thus allowing monitoring teams to focus on specific areas of compliance and needed corrective action of policy, procedures, or practices. The M/PE Section will incorporate the protocol for identifying inappropriate policy, procedures, and practices into the ADE Monitoring Procedural Handbook.

The ADE will continue to monitor IDEA compliance through fiscal reviews and focused monitoring. Internal reviews of policy and practice will be ongoing.

**FFY 2007 (2007-2008)** The *AMI*<sup>™</sup> and monitoring protocol will be fully operational. The ADE will continue the development of data integrity, compliance, and corrective action policies to be followed and implemented by LEAs. The ADE will continue to monitor IDEA compliance through fiscal reviews and focused monitoring. Internal reviews of policy and practice will be ongoing.

**FFY 2008 (2008-2009)** The ADE will monitor LEA due process compliance through electronic reviews of district compliance data. The ADE will continue to monitor IDEA compliance through fiscal reviews and focused monitoring. Internal reviews of policy and practice will be ongoing.

**FFY 2009 (2009-2010)** The ADE will monitor LEA due process compliance through electronic reviews of district compliance data. The ADE will continue to monitor IDEA compliance through fiscal reviews and focused monitoring. Internal reviews of policy and practice will be ongoing.

**FFY 2010 (2010-2011)** The ADE will monitor LEA due process compliance through electronic reviews of district compliance data. The ADE will continue to monitor IDEA compliance through fiscal reviews and focused monitoring. Internal reviews of policy and practice will be ongoing.

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## Monitoring Priority: Effective General Supervision Part B

### Indicator 16: Complaint Timelines

Percent of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint (20 U.S.C. 1416(a)(3)(B))

#### Measurement

See Attachment 1

Percent = (1.1(b) + 1.1 (c)) divided by (1.1) times 100.

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

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

The Arkansas Department of Education Special Education Unit includes a Dispute Resolution Section (DRS). The Dispute Resolution Section (DRS) of the Special Education Unit of the Arkansas Department of Education 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 federal Individuals with Disabilities Education Act (IDEA), as amended. Implementation of both systems was accomplished under an Arkansas state document titled IDEA Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2000).

Coordination of due process hearings, complaint investigations, and pre-filing mediation services is the duty of the DRS with the legal mandate of ensuring effective general supervision. This goal is accomplished by resolving disputes in accordance with the federal and state regulations governing due process hearings and complaint investigations. In resolving issues requiring dispute resolution, the administrator of the DRS works closely with the administrator of the Monitoring/Program Effectiveness (M/PE) Section and ADE Area Supervisors assigned to the M/PE Section to ensure prompt resolution to complaints filed with the DRS.

In addition to monitoring and enforcing compliance with corrective actions contained in hearing decisions or investigation reports, the DRS also sends monitors to make on-site inspections of school districts and early childhood programs to determine actual and continued compliance. A member of the M/PE Section usually does the on-site follow-up visit.

In the event violations are found and corrective actions ordered by a hearing officer or ADE's Director in the case of a complaint, the DRS monitors and enforces compliance with corrective actions by the public agency. The DRS works collaboratively with the public agency in achieving compliance, but 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 on the issue of withholding of funds.

Additionally, 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 Supervisor for further resolution before they escalate into larger procedural issues requiring formal complaint investigations or due process hearing resolutions.

The DRS also 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

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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were developed and implemented to ensure that complaint investigation reports were administratively complete within the required timeline.

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

The general supervision instruments and procedures used by the ADE identify and correct IDEA noncompliance in a timely manner. These instruments include the coordination of due process hearings, complaint investigations, and pre-filing mediation services through the Dispute Resolution Section of the ADE Special Education Unit. While hearing officers conduct due process hearings, ADE Area Supervisors, through the Monitoring and Program Effectiveness (M/PE) Section, 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.

**Correction of Noncompliance and Improved Performance**

Throughout the monitoring system, the ADE imposes corrective strategies on the public agency along with specific documentation to be submitted to demonstrate implementation of corrective actions. Under the revised system, individual public agencies will be required to conduct a self-assessment and develop a school wide improvement plan containing strategies to correct deficiencies, with corresponding timelines for review to gauge the effectiveness of their implementation of corrective actions. ADE personnel monitoring the public agency’s effectiveness will require revisions if the efforts appear to be ineffective or not working.

Public agencies must submit written assurance or evidence that the deficiencies within a Compliance Action Plan have been corrected as directed. When written assurance is provided, evidence that documents the LEA’s progress in correcting the noted deficiencies must be available at the public agency for review by ADE staff. Upon the receipt of all requested evidence listed in the Compliance Action Plan and completion of the corrective actions, ADE staff will notify the public agency of its compliance status.

DRS personnel review corrective strategies proposed by LEAs in light of corrective actions required in a hearing decision or complaint report. Strategies are required to meet the letter and intent of the corrective action which they address. At times, corrective strategies can be evaluated based upon documentation submitted to the ADE by an LEA. It is common for initial proposed corrective strategies to be insufficient in some substantive way in addressing the required corrective action. When the initial strategy is insufficient, the DRS works collaboratively with the LEA to prompt the actions necessary to achieve compliance. As needed, the ADE sends one or more monitors on site to determine if a public agency is complying with corrective actions.

An LEA under corrective action directive in a hearing decision or complaint investigation report is required to submit documentation addressing the status of compliance with corrective actions within 30 days of the date the report was disseminated by the ADE. Effective correction of noncompliance in a timely manner is determined by documentation submitted by the public agency, on-site visits, and by monitoring activities conducted by the ADE Area Supervisors. The DRS also receives and evaluates feedback and objections to compliance activities or strategies from parents, attorneys, advocates, and other appropriate interested parties.

**Baseline Data for FFY 2004 (2004-2005)**

1) Signed, written complaints totals	35
(1.1) Complaints with reports issued	28
(a) Reports with findings	25
(b) Reports within timeline	28
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	7
(1.3) Complaints pending	0



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

(a) Complaint pending a due process hearing 0

$((28 + 0) / 28) = 100$  percent compliance

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	In 2005, Arkansas had 35 signed, written complaints, of which 28 reports were issued while seven (7) complaints were withdrawn or dismissed. There were 25 complaint reports with findings and 3 without findings; all reports were issued within timelines. As of June 30, 2005, there were zero complaints pending.
<b>FFY 2005 (2005-2006)</b>	100% compliance
<b>FFY 2006 (2006-2007)</b>	100% compliance
<b>FFY 2007 (2007-2008)</b>	100% compliance
<b>FFY 2008 (2008-2009)</b>	100% compliance
<b>FFY 2009 (2009-2010)</b>	100% compliance
<b>FFY 2010 (2010-2011)</b>	100% compliance

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE will develop an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2006 (2006-2007)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE will deploy an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2007 (2007-2008)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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investigations as needed. The ADE will use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2008 (2008-2009)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE will continue to use the improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2009 (2009-2010)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE will continue to use the improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2010 (2010-2011)** The ADE will review internal policy, procedures, and practices to ensure complaint investigations are completed in a timely manner and will take appropriate action to correct any deficiencies. The DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE will continue to use the improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements for complaint timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

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**Monitoring Priority: Effective General Supervision Part B**

**Indicator 17: Due Process Timelines**

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party (20 U.S.C. 1416(a)(3)(B))

**Measurement**

See Attachment 1

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

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

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

The Arkansas Department of Education Special Education Unit includes a Dispute Resolution Section (DRS). The DRS of the Special Education Unit of the Arkansas Department of Education 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 federal Individuals with Disabilities Education Act (IDEA), as amended. Implementation of both systems was accomplished under an Arkansas state document titled IDEA Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2000).

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In addition to monitoring and enforcing compliance with corrective actions contained in hearing decisions or investigation reports, the DRS also sends monitors to make on-site inspections of school districts and early childhood programs to determine actual and continued compliance. A member of the M/PE Section usually does the on-site follow up visit.

In the event violations are found and corrective actions ordered by a hearing officer or the ADE's Director in the case of a complaint, the DRS monitors and enforces compliance with corrective actions by the public agency. The DRS works collaboratively with the public agency in achieving compliance, but 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 on the issue of withholding of funds.

Additionally, 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 Supervisor for further resolution before they escalate into larger procedural issues requiring formal complaint investigations or due process hearing resolutions.

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Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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were developed and implemented to ensure that complaint investigation reports were administratively complete within the required timeline.

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

The general supervision instruments and procedures used by the ADE identify and correct IDEA noncompliance in a timely manner. These instruments include the coordination of due process hearings, complaint investigations, and pre-filing mediation services through the Dispute Resolution Section of the ADE Special Education Unit. While hearing officers conduct due process hearings, ADE Area Supervisors, through the Monitoring and Program Effectiveness (M/PE) Section, 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.

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Free Appropriate Public Education (FAPE)	Least Restrictive Environment (LRE)
Confidentiality	Personnel Professional Development
Private School Placement	Use of Funds
Coordinated Service System	Local Applications
Full Educational Opportunity Goal	

In preparation for monitoring, an ADE Area Supervisor would contact the Local Education Agency (LEA) at least two weeks prior to an on-site visit. A General Program Checklist would be completed by the school district and requested information would be submitted to the ADE prior to the visit. The traditional system was based on a three-year rotational monitoring cycle, with one-third of all school districts monitored each year.

It became increasingly clear during 2002-03, that the traditional monitoring system focused almost entirely on compliance with procedural requirements to the exclusion of program effectiveness outcomes. A school district could meet all of the criteria on a compliance checklist and still have large numbers of children failing to make adequate educational progress from year to year. Alternatively, in some cases a district might produce results in their special education programs and not meet the procedural requirements of the IDEA. Procedural compliance and educational results were often disconnected.

For this reason, and in an attempt to learn more about actual outcomes at the school rather than just the district level, the special education monitoring system used by the ADE began to be revised. Planning was begun to supplement the traditional approach with a “focused” monitoring system based initially on a series of data-driven indicators to identify those districts most in need of intensive general supervision activities.

Indicators were developed and applied based on historical discipline, exiting, disproportionality, student performance data, and educational placement data. In addition to historical data, these indicators took into account the results of the three-year traditional monitoring cycle by focusing on numbers and severity of Compliance Action Plans (CAPs), founded complaints, and due process hearings.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The revised monitoring system was intended to address the need for focusing on areas of compliance that impacted the results for children. Conceptually, a system that previously focused on procedural compliance will now focus on program effectiveness and student results, while still ensuring that state laws and regulations are implemented and that protections guaranteed to students with disabilities and their parents are enforced. The new system was introduced to Arkansas school districts prior to the end of the 2002-03 school year through the issuance of Director's Memo IA-03-057 on March 27, 2003.

In the 2004-05 school year, districts were no longer required to submit a written Compliance Action Plan to M/PE, instead they were to incorporate their Compliance Action Plan into the Arkansas Consolidated School Improvement Plan (ACSIP). This permits the M/PE monitors to review the Compliance Action Plans through an ADE web site; thus, allowing a desk audit to be performed at any time throughout the year.

**Correction of Noncompliance and Improved Performance**

Throughout the monitoring system, the ADE imposes corrective strategies on the public agency, along with specific documentation to be submitted that demonstrates implementation of corrective actions. Under the revised system, individual public agencies will be required to conduct a self-assessment and develop a school wide improvement plan containing strategies to correct deficiencies, with corresponding timelines for review, to gauge the effectiveness of their implementation of corrective actions. ADE personnel monitoring the public agency's effectiveness will require revisions if the efforts appear to be ineffective or not working.

Public agencies must submit written assurance or evidence that the deficiencies within a Compliance Action Plan have been corrected, as directed. When written assurance is provided, evidence that documents the LEA's progress in correcting the noted deficiencies must be available at the public agency for review by ADE staff. Upon the receipt of all requested evidence listed in the Compliance Action Plan and completion of the corrective actions, ADE staff will notify the public agency of its compliance status.

DRS personnel review corrective strategies proposed by LEAs in light of corrective actions required in a hearing decision or complaint report. Strategies are required to meet the letter and intent of the corrective action which they address. At times, corrective strategies can be evaluated based upon documentation submitted by an LEA to the ADE. It is common for initial proposed corrective strategies to be insufficient in some substantive way in addressing the required corrective action. When the initial strategy is insufficient, the DRS works collaboratively with the LEA to prompt the actions necessary to achieve compliance. As needed, the ADE sends one or more monitors on site to determine if a public agency is complying with corrective actions.

An LEA under corrective action directive in a hearing decision or complaint investigation report is required to submit documentation addressing the status of compliance with corrective actions within 30 days of the date the report was disseminated by the ADE. Effective correction of noncompliance in a timely manner is determined by documentation submitted by the public agency, on-site visits, and by monitoring activities conducted by the ADE Area Supervisors. The DRS also receives and evaluates feedback and objections to compliance activities or strategies from parents, attorneys, advocates, and other appropriate interested parties.

**Baseline Data for FFY 2004 (2004-2005)**

(3) Hearing requests total	29
(3.1) Resolution sessions	N/A
(a) Settlement agreements	N/A
(3.2) Hearings (fully adjudicated)	5
(a) Decisions within timeline	0
(b) Decisions within extended timeline	5

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

(3.3) Resolved without a hearing

22

$((5 + 0) / 5) = 100\%$  compliance

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	In 2005, Arkansas had a total of 29 due process hearing requests. Five (5) were fully adjudicated with all decisions made within extended timelines. In addition, 22 hearing requests were resolved without a hearing.  Furthermore, 2 expedited hearing requests were made in relation to disciplinary actions.
<b>FFY 2005 (2005-2006)</b>	100% compliance
<b>FFY 2006 (2006-2007)</b>	100% compliance
<b>FFY 2007 (2007-2008)</b>	100% compliance
<b>FFY 2008 (2008-2009)</b>	100% compliance
<b>FFY 2009 (2009-2010)</b>	100% compliance
<b>FFY 2010 (2010-2011)</b>	100% compliance

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will develop an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's system are adequate.

**FFY 2006 (2006-2007)** The ADE will continue to review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will deploy an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2007 (2007-2008)** The ADE will continue to review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2008 (2008-2009)** The ADE will continue to review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2009 (2009-2010)** The ADE will continue to review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2010 (2010-2011)** The ADE will continue to review internal policy, procedures, and practices to ensure due process hearings are completed in a timely manner and will take appropriate action to correct any deficiencies. The ADE will conduct training for Hearing Officers as needed. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to due process timelines. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

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**Monitoring Priority: Effective General Supervision Part B**

**Indicator 18: Hearing Request Resolved by Resolution Session**

Percent of hearing requests resolved by resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416(a)(3)(B))

**Measurement**

See Attachment 1

Percent = (3.1(a)) divided by (3.1) times 100.

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

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

Dispute Resolution: The Dispute Resolution Section (DRS) of the Special Education Unit of the Arkansas Department of Education 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 federal Individuals with Disabilities Education Act (IDEA), as amended. Implementation of both systems was accomplished under an Arkansas state document titled IDEA Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2000).

The DRS is responsible for managing the due process hearing system and the complaint investigation system, both of which are required by the federal Individuals with Disabilities Education Act (IDEA), as amended. In addition, the DRS will implement the resolution session requirement in accordance with IDEA, as amended.

**RESOLUTION SESSION-**

(i) **PRELIMINARY MEETING-** Prior to the opportunity for an impartial due process hearing under subparagraph (A), the local educational agency shall convene a meeting with the parents and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the complaint.

- (I) within 15 days of receiving notice of the parents' complaint;
- (II) which shall include a representative of the agency who has decision-making authority on behalf of such agency;
- (III) which may not include an attorney of the local educational agency unless the parent is accompanied by an attorney; and
- (IV) where the parents of the child discuss their complaint and the facts that form the basis of the complaint, and the local educational agency is provided the opportunity to resolve the complaint unless the parents and the local educational agency agree in writing to waive such meeting, or agree to use the mediation process described in subsection (e).

(ii) **HEARING-**If the local educational agency has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur, and all of the applicable timelines for a due process hearing under this part shall commence.

(iii) **WRITTEN SETTLEMENT AGREEMENT-** In the case that a resolution is reached to resolve the complaint at a meeting described in clause (i), the parties shall execute a legally binding agreement that is--

- (I) signed by both the parent and a representative of the agency who has the authority to bind such

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

agency; and

(II) enforceable in any State court of competent jurisdiction or in a district court of the United States.

(iv) REVIEW PERIOD- If the parties execute an agreement pursuant to clause (iii), a party may void such agreement within 3 business days of the agreement's execution.

**Baseline Data for FFY 2005 (2005-2006)**

In 2005-06, there were 20 hearing requests of which 12 resolution sessions were held with six settlement agreements reached. Therefore, 50% of hearing requests that went to resolution were resolved by resolution session.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Not applicable
<b>FFY 2005 (2005-2006)</b>	50% hearing requests resolved by resolution session.
<b>FFY 2006 (2006-2007)</b>	51% hearing requests resolved by resolution session.
<b>FFY 2007 (2007-2008)</b>	52% hearing requests resolved by resolution session.
<b>FFY 2008 (2008-2009)</b>	53% hearing requests resolved by resolution session.
<b>FFY 2009 (2009-2010)</b>	54% hearing requests resolved by resolution session.
<b>FFY 2010 (2010-2011)</b>	55% hearing requests resolved by resolution session.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will develop and implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices for the 2005-06 school year. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of Resolution Sessions. The ADE will develop an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2006 (2006-2007)** The ADE will continue to implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of resolution sessions. The ADE will deploy an improved data entry application for dispute resolution tracking to meet DRS and federal

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2007 (2007-2008)** The ADE will continue to implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of Resolution Sessions. The ADE will use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2008 (2008-2009)** The ADE will continue to implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of Resolution Sessions. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2009 (2009-2010)** The ADE will continue to implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of Resolution Sessions. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2010 (2010-2011)** The ADE will continue to implement Resolution Sessions as part of the dispute resolution policy, procedures, and practices. The DRS will provide professional development training for ADE staff and Hearing Officers on the policy, procedures, and practices of Resolution Sessions. The ADE will continue to use an improved data entry application for dispute resolution tracking to meet DRS and federal reporting requirements with respect to resolution sessions. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**Monitoring Priority: Effective General Supervision Part B**

**Indicator 19: Mediation Agreements**

Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

**Measurement**

See Attachment 1

Percent = (2.1(a)(i) + 2.1 (b)(i)) divided by 2.1) times 100.

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

The ADE 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 centers in August 2003. The project is sponsored and funded by the Special Education Unit and is supervised by the U.A.L.R. Bowen School of Law in Little Rock. The project makes available mediation services to resolve disputes arising prior to the filing of a due process hearing request or complaint investigation request 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 pre-filing mediation program is designed to resolve disputes before a formal request is made for a due process hearing or a complaint investigation. Mediation services are intended to reduce costs and lessen hard feelings and intractable positions between parents of students with disabilities and schools/co-ops. This availability and use of this process does not obstruct access to the due process hearing or complaint systems.

**Baseline Data for FFY 2004 (2004-2005)**

(2) Mediation requests total	22
(2.1) Mediations	
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	17
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	4

$((13/18) \times 100) = 72.22\%$

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	Arkansas anticipated that approximately 60% of all mediations requested would result in a mediation agreement. In 2005, Arkansas had 22 districts request mediation. There was one (1) mediation related to due process and 17 not related to due process. Of the 18 mediations held, 13 reached agreements. In addition, four (4) mediations were not held. No mediations were pending as of June 30, 2005. Seventy-two percent (72%) of mediations requested resulted in mediation agreements.
<b>FFY 2005 (2005-2006)</b>	Seventy-two percent (72.2%) of mediations requested will result in mediation agreements.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2006 (2006-2007)</b>	Seventy-two percent (72.5%) of mediations requested will result in mediation agreements.
<b>FFY 2007 (2007-2008)</b>	Seventy-two percent (73.0%) of mediations requested will result in mediation agreements.
<b>FFY 2008 (2008-2009)</b>	Seventy-two percent (73.5%) of mediations requested will result in mediation agreements.
<b>FFY 2009 (2009-2010)</b>	Seventy-two percent (74.0%) of mediations requested will result in mediation agreements.
<b>FFY 2010 (2010-2011)</b>	Seventy-five percent (75.0%) of mediations requested will result in mediation agreements.

**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2006 (2006-2007)** The ADE will annually review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2007 (2007-2008)** The ADE will annually review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2008 (2008-2009)** The ADE will annually review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2009 (2009-2010)** The ADE will annually review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

**FFY 2010 (2010-2011)** The ADE will annually review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of special education students. The ADE will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of students receiving special education. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

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## Monitoring Priority: Effective General Supervision Part B

### Indicator 20: State Reported Data

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

#### Measurement

State reported data, including Section 618 data and annual performance reports are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

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

To the maximum extent possible, Arkansas special education data are generated from district-level data entered into the statewide Arkansas Public School Computer Network (APSCN). This includes data for Section 618 reporting as well as for data used in the ADE's general supervision activities. APSCN is a mature mainframe system that is used by districts for day-to-day school functions relating to student management and financial processing.

Each year, APSCN school data are collected during seven cycles, from September through June, and reported to the ADE through the Statewide Information System (SIS). The SIS is a relational database that organizes APSCN data for use in a variety of federal and state education reports. District- and student -level special education data from SIS tables and from five APSCN special education modules are provided to the ADE on cycle and stored locally on ADE SQL servers for analysis, updates, and modification prior to OSEP submission or use in general supervision activities.

Examples of district-level data used for general supervision derived from APSCN include special education provider qualifications and caseload counts, Continuous Improvement and Focused Monitoring (CIFM) statistical indicators, and special education financial management records. Certain district-level data used in general supervision activities are generated outside of the APSCN environment. Examples of these types of data include special education due process complaints and hearings, program effectiveness measurements, school-based mental health services and outcomes, and Arkansas benchmark assessment results.

Regardless of the originating source, all ADE data used for general supervision activities are maintained by the Special Education Data Manager (the data manager also serves as the director of the Arkansas IDEA Data and Research Office). This full-time position is directly responsible for identifying and collecting appropriate statistical and empirical data, compiling and analyzing data on the SQL data storage platforms, preparing data in formats suitable for public posting on the ADE website, and for establishing effective and accurate data management protocols. The Special Education Data Manager is also the single point of contact for districts and APSCN for any data corrections, updates, or clarifications of required special education data.

In 2004-05, the ADE initiated a partnership with the University of Arkansas at Little Rock College of Education. The partnership established the Arkansas IDEA Data and Research Office, whose mission 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. That Office

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

strives to promote IDEA research among faculty and students of UALR for a greater understanding of policy, procedures, and practices across the state.

**Baseline Data for FFY 2004 (2004-2005)**

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance
- b. Accurate: 100% compliance.

**Discussion of Baseline Data**

	<b>Measurable and Rigorous Target</b>
<b>FFY 2004 (2004-2005)</b>	<p>In 2004-05, all reports were submitted to OSEP on or before the due dates. However, the December 1 child count report had to be resubmitted after an error was identified. Although the totals matched, there was a misalignment in the data table. The correction was made and a new data table was submitted to Westat and OSEP.</p> <p>The State takes great strides to ensure the data is timely and accurate. Districts have the opportunity to review and correct their data after submitting to APSCN via the special education website. Reports are generated directly from the special education SQL server using Crystal Reports. The staff then cross-references each report looking for inconsistencies within the data tables.</p>
<b>FFY 2005 (2005-2006)</b>	<ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>b. Accurate: 100% compliance.</li> </ul>
<b>FFY 2006 (2006-2007)</b>	<ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>b. Accurate: 100% compliance.</li> </ul>
<b>FFY 2007 (2007-2008)</b>	<ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>b. Accurate: 100% compliance.</li> </ul>
<b>FFY 2008 (2008-2009)</b>	<ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>b. Accurate: 100% compliance.</li> </ul>
<b>FFY 2009 (2009-2010)</b>	<ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>b. Accurate: 100% compliance.</li> </ul>

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

<b>FFY 2010 (2010-2011)</b>	<p>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</p> <p>b. Accurate: 100% compliance.</p>
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**Improvement Activities/Timelines/Resources**

**FFY 2005 (2005-2006)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website at <http://arksped.k12.ar.us/>.

The ADE has been awarded a grant by the U.S. Department of Education's Institute of Education Sciences, totaling \$3,328,503 over three years, for the construction of a longitudinal data system that will enable the ADE to more effectively manage, analyze, disaggregate, and use individual student data to support decision making at the state, district, school, classroom, and parent levels, in order to eliminate achievement gaps and improve learning of all students. Special Education data collection and analysis will be improved through this federal grant.

Final decisions will be made on Early Childhood program outcomes and data collection through the 2004 General Supervision Enhancement Grant (GSEG). The automated platforms between Part C and Part B service providers will facilitate successful child transitions and due process compliance. The collection of program-specific early childhood outcomes will be formulated for evaluation against state targets.

At the direction of the ADE, the IDEA Data and Research Office will continue regular training with local special education data users. These trainings will be face-to-face and web-based and conducted in conjunction with APSCN, DDS, or other ADE program and data administration staff. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes.

**FFY 2006 (2006-2007)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website.

At the direction of the ADE, the IDEA Data and Research Office will establish a series of regional Data Summits to address the collection and use of Arkansas special education data, including those to be generated through the Automated Monitoring Interface (AMI™). These regional Summits will be for the purpose of disseminating information on data collection best practices, planning with local special education personnel on new special education data collections such as for post-school outcomes and parent involvement, and for the development of a special education data community of practice.

The ADE will continue to implement the requirements of the longitudinal data systems grant awarded by the USDE Institute of Education Sciences. The IDEA Data and Research Office will continue regular training with local special education data users. In addition to training provided at the regional Data Summits, these trainings will be face-to-face and web-based and conducted in conjunction with APSCN, DDS, or other ADE program and data administration staffs. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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**FFY 2007 (2007-2008)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website. The IDEA Data and Research Office will generate a series of Performance Profiles for each LEA in addition to the Focused Monitoring Profiles. Performance Profiles will be intended to show each LEA its overall compliance standing with respect to state levels and other school districts.

The ADE will continue to implement the requirements of the longitudinal data systems grant awarded by the USDE Institute of Education Sciences. The IDEA Data and Research Office will continue regular training with local special education data users through regional Data Summits and through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DDS, or other ADE program and data administration staffs. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes.

The ADE will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.

**FFY 2008 (2008-2009)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website. The IDEA Data and Research Office will generate a series of Performance Profiles for each LEA in addition to the Focused Monitoring Profiles. Performance Profiles will be intended to show each LEA its overall compliance standing with respect to state levels and other school districts.

The IDEA Data and Research Office will continue regular training with local special education data users through regional Data Summits and through face-to-face and web-based formats. A major emphasis during 2008-09 will be the recalculation of SPP targets and training provided to inform LEAs of the new targets and the effect on their performance.

Training will be conducted in conjunction with APSCN, DDS, or other ADE program and data administration staffs. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes.

The ADE will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.

**FFY 2009 (2009-2010)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website. The IDEA Data and Research Office will generate a series of Performance Profiles for each LEA in addition to the Focused Monitoring Profiles. Performance Profiles will be intended to show each LEA its overall compliance standing with respect to state levels and other school districts.

Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

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The IDEA Data and Research Office will continue regular training with local special education data users through regional Data Summits and through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DDS, or other ADE program and data administration staffs. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes. The ADE will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.

**FFY 2010 (2010-2011)** The ADE will continue the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website. The IDEA Data and Research Office will generate a series of Performance Profiles for each LEA in addition to the Focused Monitoring Profiles. Performance Profiles will be intended to show each LEA its overall compliance standing with respect to state levels and other school districts.

The IDEA Data and Research Office will continue regular training with local special education data users through regional Data Summits and through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DDS, or other ADE program and data administration staffs. The Special Education Data Manager and other data staff will attend the OSEP/Westat Data Manager Meeting and other conferences that address data collection for the various monitoring indicators such as post-school outcomes.

The ADE will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.



Arkansas Department of Education Special Education Unit  
Part B State Performance Plan

**Attachment 1: Hearings, Complaints, and Mediation**  
2004-05

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	35
(1.1) Complaints with reports issued	28
(a) Reports with findings	25
(b) Reports within timeline	28
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	7
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	22
(2.1) Mediations	
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	21
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	3
SECTION C: Hearing requests	
(3) Hearing requests total	29
(3.1) Resolution sessions	NA
(a) Settlement agreements	NA
(3.2) Hearings (fully adjudicated)	5
(a) Decisions within timeline	0
(b) Decisions within extended timeline	5
(3.3) Resolved without a hearing	22
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	
(a) Settlement agreements	
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

## **APPENDIX 1**

# 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. For each question, please fill in the bubble that best describes your family right now. If a statement almost, but not quite, describes your family select the number just below the statement. For example, if the statement under 3 almost describes your family, select the 2.

Use No. 2 pencil only.

Make dark marks that fill the oval completely.

Correct Mark

Incorrect Marks

USE A NO. 2 PENCIL ONLY

## Understanding your child's strengths, abilities, and special needs

1. Your child is growing and learning. How well do you understand your child's development?

We are just beginning to understand our child's development.	We have a basic understanding of our child's development, but we still have a lot to learn.	We have a pretty good understanding of our child's development.	We understand our child's development very well.
①	②	③	④

2. Some children have special health needs, a disability, or are delayed in their development. How much do you know about your child's special needs?

Right now we do not know very much.	We have learned some things, but we still have a lot of unanswered questions.	We know a lot, but we still need or want to know more.	We are confident that we know most of what we need to know right now.
①	②	③	④

3. Professionals who work with you and your child want to know if the things they do are working. Are you able to tell if your child is making progress?

Right now, we cannot tell if our child is making progress.	We sometimes can tell if my/our child is making progress, but we still have a lot to learn.	We can usually tell if our child is making progress.	We can almost always tell if our child is making progress.
①	②	③	④

## 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.	We know about some programs and services, but still have a lot to learn.	We think we are aware of most available programs and services.	We are very aware of the programs and services that are available.
①	②	③	④

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.	We are not very comfortable participating in meetings, but we do it anyway.	We are pretty comfortable participating in meetings.	We are very comfortable participating in meetings.
①	②	③	④

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.	We understand our basic rights but are not sure about all of our options if we are not satisfied.	We think we know most of our rights and what to do if we are not satisfied.	We are very aware of our rights and know exactly what to do if we are not satisfied.
①	②	③	④

## 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.	We know the basics of helping our child develop and learn, but still have many questions.	We feel pretty sure that we know how to help our child develop and learn.	We are very sure that we know how to help our child develop and learn.
①	②	③	④

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.	We know the basics of helping our child behave, but still have many questions.	We feel pretty sure that we know how to help our child behave.	We are very sure that we know how to help our child behave.
①	②	③	④

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.	We have started to help our child learn and practice these skills and behaviors, but it is not a regular thing yet.	We often help our child learn and practice these skills and behaviors, but it is not as regular as we would like.	We regularly help our child learn and practice these skills and behaviors throughout the day.
①	②	③	④

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	done a few things to encourage us to be actively involved in our child's education at school	a good job of encouraging us to be actively involved in our child's education at school	an excellent job of encouraging us to be actively involved in our child's education at school
①	②	③	④

LEA			
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

RES-LEA			
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

11576

PLEASE DO NOT WRITE IN THIS AREA

# Encuesta de Resultados del Programa de Educación Especial Niñez Temprana de Arkansas

Esta encuesta es para padres/tutores que reciben servicios de educación especial. Sus repuestas nos ayudarán a mejorar los servicios y resultados para los niños y sus familias. Si la descripción casi, pero no completamente, describe a su familia, escoja el número anterior. Por ejemplo, si la descripción numero 3 casi describe a su familia, escoja el 2.

## Entendiendo las habilidades, y necesidades especiales de su niño.

1. Su niño está creciendo y aprendiendo. ¿Qué tan bien entiende el desarrollo de su niño?

Recién estamos aprendiendo a entender el desarrollo de nuestro niño. ①	②	Tenemos un entendimiento básico del desarrollo de nuestro niño pero todavía tenemos mucho que aprender. ③	④	Entendemos el desarrollo de nuestro niño bastante bien. ⑤	⑥	Entendemos el desarrollo de nuestro niño muy bien. ⑦
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2. Algunos niños tienen necesidades especiales, una discapacitación, o están retrasados en el desarrollo.

¿Cuánto entiende Ud. sobre las necesidades especiales de su niño?

Por el momento no entendemos mucho. ①	②	Sabemos bastante pero todavía tenemos preguntas sin respuestas. ③	④	Sabemos bastante pero nos gustaría saber más. Sabemos bastante pero todavía tenemos preguntas sin respuestas. ⑤	⑥	Creemos que sabemos la mayor parte de lo que necesitamos saber. ⑦
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3. Los profesionales que trabajan con Ud. y su niño quieren saber si las cosas que ellos hacen funcionan. ¿Ud. puede darse cuenta si su niño está progresando?

Por ahora no podemos ver que el niño ha logrado progreso. ①	②	A veces podemos ver que el niño logra progresos, pero todavía tenemos mucho que aprender. ③	④	Por lo general podemos ver que el niño logra progresos. ⑤	⑥	Casi siempre podemos ver que el niño logra progresos. ⑦
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## Conozca sus derechos y abogue por su niño.

4. Una variedad de programas y servicios podrían ser disponibles para su familia y su niño. ¿Sabe Ud. qué está disponible para su niño y familia?

Recién estamos comenzando a saber sobre programas y servicios disponibles. ①	②	Sabemos sobre algunos programas pero todavía tenemos mucho que aprender. ③	④	Creemos que conocemos la mayoría de los programas y servicios disponibles. ⑤	⑥	Conocemos bien los programas y servicios disponibles. ⑦
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5. Los padres muchas veces se reúnen con profesionales para planear servicios o actividades. ¿Que tan cómodo se siente Ud. en participar en estas reuniones.

Por el momento no nos sentimos cómodos de participar en estas reuniones. ①	②	No nos sentimos cómodos pero participamos. ③	④	Nos sentimos cómodos en participar de estas reuniones. ⑤	⑥	Nos sentimos muy cómodos en participar en estas reuniones. ⑦
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6. Las familias de niños con necesidades especiales tienen derechos, y hay cosas que Ud. puede hacer si no está satisfecho. ¿Qué tan bien conoce sus derechos y que hacer si no están satisfechos?

No estamos seguros de nuestros derechos o que hacer si no se satisfacen. ①	②	Entendemos nuestros derechos básicos pero no sabemos que opciones tenemos si no estamos satisfechos. ③	④	Creemos que entendemos la mayoría de nuestros derechos y que hacer si no estamos satisfechos. ⑤	⑥	Conocemos bien nuestros derechos y que hacer si no estamos satisfechos. ⑦
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## Ayudando a su niño a desarrollarse y aprender.

7. Todos los padres ayudan a sus niños a desarrollarse y aprender pero a veces es difícil saber qué hacer. ¿Cómo describiría su habilidad para enseñar a su niño a aprender?

Creemos que necesitamos saber bastante más sobre como ayudar a nuestro niño a desarrollarse y aprender. ①	②	Sabemos lo básico sobre como ayudar a nuestro niño para desarrollarse y aprender. ③	④	Creemos que sabemos bastante bien como ayudar a nuestro niño a desarrollarse y aprender. ⑤	⑥	Estamos seguros que sabemos como ayudar a nuestro niño a desarrollarse y aprender. ⑦
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8. Todos los padres tratan de ayudar a su niño a aprender a como comportarse de la forma que les gustaría pero a veces es difícil saber qué hacer. ¿Cómo describiría su habilidad para enseñarle a su niño a como comportarse de la manera que a Ud. le gustaría?

Creemos que necesitamos saber bastante más sobre como ayudar a nuestro niño a aprender a comportarse como queremos. ①	②	Conocemos lo básico para ayudarlo a nuestro niño a aprender a comportarse como queremos, pero tenemos preguntas. ③	④	Nos sentimos bastante seguros que sabemos enseñar a nuestro a niño como comportarse. ⑤	⑥	Nos sentimos bastante seguros que sabemos enseñar a nuestro niño a como comportarse. ⑦
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9. Los profesionales han trabajado con Ud. para desarrollar un plan para enseñar a su niño destrezas y comportamiento. ¿Cuánto cree Ud. que puede ayudar a su niño a aprender y practicar estas destrezas en casa y en la comunidad?

Todavía no hemos comenzado a enseñar a nuestro niño a como practicar estas destrezas o habilidades. ①	②	Hemos empezado a enseñarle a nuestro niño como practicar estas destrezas o habilidades pero todavía no es una cosa regular. ③	④	Con frecuencia le ayudamos a nuestro niño a practicar estas destrezas o habilidades, pero todavía no es tan regular como nos gustaría. ⑤	⑥	Con regularidad le ayudamos a nuestro niño a practicar estas destrezas o habilidades durante todo el día. ⑦
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10. ¿Hasta qué punto le ha alentado su programa preescolar de niño a ser implicado activamente en su educación de niño en la escuela? Nuestro niño preescolar tiene...

no nos alentó ser implicados activamente en nuestra educación de niño en la escuela ①	②	hechas unas pocas cosas para alentarnos ser implicados activamente en nuestra educación de niño en school ③	④	hecho un trabajo bueno de alentarnos ser implicados activamente en nuestra educación de niño en la escuela ⑤	⑥	hecho un trabajo excelente de alentarnos ser implicados activamente en nuestra educación de niño en la escuela ⑦
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Use lápiz solamente

Llene el óvalo completamente:

Correcto



Incorrecto



Lle el lápiz número 2

**LEA**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**RES-LEA**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

11576

POR FAVOR NO ESCRIBA EN ESTA PARTE

# The Arkansas Special Education School Age Family Outcomes Survey

This is a survey for parents/families of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, or very strongly agree. You may skip any item you feel does not apply to you or your child.

Use number 2 pencil only.

Make dark marks that fill the oval completely.

Correct Mark ●

Incorrect Marks ☞ ☘ ☙

NOT APPLICABLE  
 VERY STRONGLY AGREE  
 STRONGLY AGREE  
 AGREE  
 DISAGREE  
 STRONGLY DISAGREE  
 VERY STRONGLY DISAGREE

LEA			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. I was offered special assistance (such as childcare or transportation) so that I could participate in the Individualized Educational Program (IEP) meeting. ○○○○○○
2. All of my concerns and recommendations were documented on the IEP. ○○○○○○
3. I have been asked for my opinion about how well special education services are meeting my child's needs. ○○○○○○
4. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents). ○○○○○○
5. The school communicates regularly with me regarding my child's progress on IEP goals. ○○○○○○
6. The school provides information on agencies that can assist my child in the transition from school. ○○○○○○
7. My child is taught in regular classes, with supports, to the maximum extent appropriate. ○○○○○○
8. General education and special education teachers work together to assure that my child's IEP is being implemented. ○○○○○○
9. Over the past year, special education services have helped me and/or my family get services that my child and family need. ○○○○○○
10. Over the past year, special education services have helped me and/or my family know about my child and family's rights concerning special education services. ○○○○○○
11. I value the school's input concerning my child. ○○○○○○
12. I meet with my child's teacher(s) to plan my child's program and services. ○○○○○○
13. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization). ○○○○○○
14. Over the past year, special education services have helped me and/or my family understand my child's special needs. ○○○○○○
15. Over the past year, special education services have helped me and/or my family feel that my efforts are helping my child. ○○○○○○

BUILDING		
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3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

USE A NO. 2 PENCIL ONLY

Source: The survey questions were developed by the National Center for Special Education Accountability Monitoring. <http://www.monitoringcenter.lsuhs.edu>

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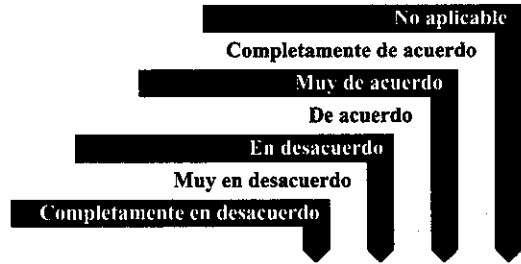


10501

# Encuesta sobre Resultados de Educación Especial para Edad Escolar de Arkansas

Esta es una encuesta para padres/tutores de estudiantes que reciben servicios de educación especial. Sus respuestas ayudaran esfuerzos para mejorar los servicios y resultados para los niños y sus familias. Para cada descripción que sigue, favor seleccionar una de las respuestas siguientes: completamente en desacuerdo, muy en desacuerdo, en desacuerdo, de acuerdo, muy de acuerdo, completamente de acuerdo. Puede saltar cualquier pregunta que piense que se aplica a Ud. o a su niño.

Use lápiz solamente  
 Llene el óvalo completamente:  
 Correcto ●  
 Incorrecto ⊗ ⊘ ⊙



LEA			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

BUILDING			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. Se me ofreció ayuda especial (como cuidado para mis niños o transportación) para poder participar en la reunión del Plan de Educación Individual (IEP). ○ ○ ○ ○ ○ ○ ○ ○

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2. Todas mis preocupaciones y recomendaciones fueron documentadas en el IEP. ○ ○ ○ ○ ○ ○ ○ ○

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3. Se me preguntó mi opinión sobre que tan bien los servicios de educación especial están sirviendo a las necesidades de mi niño. ○ ○ ○ ○ ○ ○ ○ ○

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4. Los maestros y administradores se aseguran que he entendido las protecciones del procedimiento (las reglas en la ley federal que protegen los derechos de los padres). ○ ○ ○ ○ ○ ○ ○ ○

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5. La escuela se comunica conmigo con regularidad con respecto al progreso de mi niño en las metas del IEP. ○ ○ ○ ○ ○ ○ ○ ○

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6. La escuela ofrece información sobre agencias que pueden ayudar a mi niño en la transición de la escuela. ○ ○ ○ ○ ○ ○ ○ ○

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7. Mi niño aprende en clases regulares, con apoyo en lo apropiado. ○ ○ ○ ○ ○ ○ ○ ○

---

8. Los maestros de educación general y educación especial trabajan juntos para asegurar que el IEP de mi niño esta siendo implementado. ○ ○ ○ ○ ○ ○ ○ ○

---

9. Durante el año pasado, los servicios de educación especial me han ayudado a mí y/o a mi familia a recibir los servicios que mi niño y mi familia necesitan. ○ ○ ○ ○ ○ ○ ○ ○

---

10. Durante el año pasado, los servicios de educación especial me han ayudado a mí y/o a mi familia a conocer los derechos de mi niño y mi familia sobre educación especial. ○ ○ ○ ○ ○ ○ ○ ○

---

11. Aprecio la información de la escuela sobre mi niño. ○ ○ ○ ○ ○ ○ ○ ○

---

12. Me reúno con los maestros de mi niño para planear programación y servicios. ○ ○ ○ ○ ○ ○ ○ ○

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13. Participo en el PTA de la escuela (Organización de Padres y Maestros). ○ ○ ○ ○ ○ ○ ○ ○

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14. Durante el año pasado, los servicios de educación especial me han ayudado a mí y/o a mi familia a entender las necesidades especiales de mi niño. ○ ○ ○ ○ ○ ○ ○ ○

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15. Durante el año pasado, los servicios de educación especial me han ayudado a mí y/o a mi familia a entender que mis esfuerzos están ayudando a mi niño. ○ ○ ○ ○ ○ ○ ○ ○



Fuente: Las preguntas de esta encuesta fueron desarrolladas por el Centro Nacional para la Supervisión de la Responsabilidad de la Educación Especial.  
<http://www.monitoringcenter.lsuhsce.edu>

POR FAVOR NO ESCRIBA EN ESTA PARTE

