ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT

PART B
STATE PERFORMANCE PLAN

2 0 0 5 – 2 0 1 2

Revised February 1, 2011

January 28, 2011

U.S. Department of Education
Office of Special Education Programs
Potomac Center
Mail Stop 2600, ROOM 4129
550 12TH St. S.W.
Washington, DC 20202

Dear Dr. Musgrove:

The State of Arkansas Department of Education (ADE) 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 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 the performance of local education agencies (LEAs), will apply determinations to the LEAs and notify them by May 30, 2011 of their status. Individual LEA reports will be generated and posted to the ADE 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
Director
Special Education Unit

Enclosures

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Monitoring Priority: FAPE in the LRE

Overview of State Performance Plan Development
The initial 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 ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

Changes made to the SPP since its original dissemination is presented to the stakeholder group and State Advisory Panel. The feedback provided by these groups is incorporated into the SPP for subsequent submissions.

Following the submission of the Arkansas APR on February 1, 2011, the Arkansas Department of Education, Special Education Unit (ADE-SEU) will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the ADE will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

Monitoring Priority: FAPE in the LRE

Indicator 01: Graduation Rates

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

Measurement

States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Arkansas' Graduation Rate Calculation (also known as Completion Rate)

The graduation rate is used to track the progress of the same cohort of students as they enter the ninth grade and graduate four years later. The data elements for this calculation are accumulated over a four-year period. There are four steps to the calculation.

1. Dropout rates for each affected grade for each year are calculated first. The dropout rate is (a) the number of students who dropped out of that grade divided by (b) the October 1 enrollment for that grade.
2. Completion rates for each affected grade for each year are calculated. This rate is found by subtracting the grade's dropout rate from the number one (1.00).
3. Completion rates for each of the four grades are multiplied together.
4. The results in Step 3 are multiplied by 100.

Year	Grade	Dropout Count	Enrollment Count	Dropout Rate	Completion Rate	Four Year Completion Rate
2005-06	09	84	4691	0.0179	0.9820	
2006-07	10	209	4854	0.0431	0.9569	(.9820 * .9569 * .9279 * .9336) *100
2007-08	11	302	4190	0.0721	0.9279	
2008-09	12	239	3600	0.0664	0.9336	
Total Special Education Completion Rate for 2008-09						81.42

Arkansas will begin using the four-year graduate cohort as required in the ESEA Title I Regulations with the 2009-10 school year.

Overview of Issue/Description of System or Process

Beginning with the 2008-09 graduating class, a minimum of twenty-two (22) units shall be earned by a student in order to graduate from an Arkansas public high school. Specifically for the graduating class of 2008-2009, the minimum required units are as follows:

CORE - Sixteen (16) units
   English - four (4) units
   Oral Communications - one half (½) unit
   Social Studies - three (3) units [one (1) unit of World History, one (1) unit of U. S. History, one half (½) unit of Civics or Government]
   Mathematics - four (4) units [one (1) unit of Algebra or its equivalent and one (1) unit of Geometry or its equivalent. All math units must build on the base of algebra and geometry knowledge and skills]
   Comparable concurrent credit college courses may be substituted where applicable.

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

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

CAREER FOCUS - Six (6) units

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

Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

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

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

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

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

Algebra II

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

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

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

CAREER FOCUS - Six (6) units

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

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

CORE - Sixteen (16) units
> English - four (4) units
> Oral Communications - one half (½) unit
> Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
> Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.
> Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
> Physical Education - one half (½) unit
> Health and Safety - one half (½) unit
> Fine Arts - one half (½) unit

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

CAREER FOCUS - Six (6) units
All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

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

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

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 youth with an IEP, fulfillment of the requirements set forth in the student's IEP may constitute 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 Monitoring Profiles to ascertain a district's status with regard to graduation. Each district that

triggers on the 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

In 2005, Arkansas school districts graduated 93 % of 12th grade students. For youth with IEPs, 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

Report Year	Measurable and Rigorous Target
FFY 2004	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. The improvement reflects (1) the inclusiveness of a regular diploma-Smart Core and Core-for youth with and without disabilities; (2) the work of secondary transition specialists working with school districts to help keep youth with IEPs 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 youth with disabilities as for youth without disabilities. To identify school districts that are graduating a significant difference of students in general education than students receiving special education services, the ADE-SEU 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 youth with IEPs who graduated in a given year divided by the official 12th grad enrollment number of youth with IEPs, 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 2005-06 school districts triggered on graduation rate for possible monitoring during 2006.
FFY 2005	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.
FFY 2006	In 2006-07, Arkansas anticipates the percentage of youth with IEPs graduating will remain static at 88% (87.71%). States are no longer required to compare special education students to all students.

FFY 2007	In 2007-08, Arkansas expects the percentage of youth with IEPs graduating to rise slightly to 89%.
FFY 2008	Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 77%. ***Describe the method used to collect data:*** The data for this indicator is collected through the special education module as well as the student management system of the Arkansas Public School Computer Network (APSCN) student information system. This is a single year event rate. The special education exiting data and the student management graduation data are compared and adjusted to ensure the accounting for all students identified as receiving special education who are graduates.
FFY 2009	Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 77%.
FFY 2010	Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 77%.
FFY 2011	Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 77%.
FFY 2012	Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 77%.

Improvement Activities/Timelines/Resources

FFY 2005   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 post-school outcomes for youth with IEPs.

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 IEPs 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 funding 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   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 IEPs 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 IEPs will identify realistic career goals, including entry into postsecondary educational settings.

The Secondary Transition Team will provide training on effective transition planning, person centered planning, how to write meaningful transition plans, assistive technology, and technical assistance opportunities; continue the Self-Determination in Arkansas project (SDAR); host the Transition Summit, local transition team meetings, and the Transition Institute; and participate in the Arkansas Youth Leadership Forum and College Bound Arkansas. In addition they will maintain the highschoolmatters.com website and assist in an update of the Arkansas Driver's License Study Guide to be posted at www.highschoolmatters.com.

Graduation from high school with a high school diploma begins with the first nine weeks of instruction during the 9th 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 on February 15, 2008 to identify students having failed the semester. Once students 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 State partners in secondary and postsecondary education will continue to implement the NASET Self-Assessment Tool planning priorities: Youth Development and Youth Leadership; and Family Involvement. An analysis of the self-assessments will be conducted to provide strategies to address the localized needs of the students referred through CIRCUIT. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide. The P.O.I.S.E. Technical Advisory Teams will implement the Changing Outcomes through Retention Elements (C.O.R.E.) project.

Activities planned by the P.O.I.S.E Team for 2007-08 school year include:
- Launching the poised for graduation web domain http://www.poisedforgraduation.com.

- Launching the third awareness campaign through the P.O.I.S.E. website http://www.poisedforgraduation.com giving access to School districts, state level stakeholders, parents and youth to assist with effective resources and strategies for a successful academic school experience
- Brochures will be redistributed on a web-based access through http://www.archildfind.org/
- Providing evidence-based practices and information based upon researched areas of student competencies, further sub-grouped into a similar alignment with high school redesign via the P.O.I.S.E website (http://www.poisedforgraduation.com). Surveys will be conducted as needed via the ADE-SEU website survey link http://arksped.k12.ar.us/applications/Surveys/
- Facilitating Model teams in partnership with IDEA Data & Research will design the evaluation for C.O.R.E., the 9th grade data collection
- Providing regional workshops with evidence-based practices for districts that trigger during this reporting cycle
- Continuing partnerships with Alternative Education and Juvenile Detention programs, and with the new Arkansas Local Education Agency Resource Network (AR-LEARN) to provide information and training for teachers to make the most of interventions and resources to address the academic development and functional needs of the child

In addition to the activities stated above, the P.O.I.S.E. staff will engage in further activities contingent upon availability of funds and time.

Additional activities aimed at improving graduation rates will be conducted throughout the year by the secondary transition consultants, with an emphasis on local transition planning for low incidence populations and college bound students.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

FFY 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 the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide.

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-school Outcome Intervention for Special Education (P.O.I.S.E.) and Arkansas Transition Services (ATS). The activities for 2008-09 are presented below.

Monitoring/Program Effectiveness Section: The M/PE section of the Special Education Unit (SEU) will review graduation rates via the Monitoring Profiles to determine if districts are graduating special education students at the same rate as all students. Each district that triggers on the Monitoring Profiles will be 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 rates, the monitoring staff will work with the districts to develop strategies and actions within their ACSIP to address this issue.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): To identify districts needing additional technical assistance, referrals of students age 14-21 made to the CIRCUIT will be forwarded to the Post-school Outcome Intervention for Special Education (P.O.I.S.E.) team, if appropriate. P.O.I.S.E. assists districts in the development of IEPs for youth that facilitate graduation. In reviewing each child's IEP, the IEP team considers the strengths of the child, the concerns of the parents for enhancing the education of their child, the results of the initial evaluation or most recent evaluation of the child, the child's academic development, and the functional needs of the child.

Activities planned by the P.O.I.S.E Team for the 2008-09 school year include:
Arkansas Greater Graduation Initiative: P.O.I.S.E. will participate in the Arkansas Greater Graduation initiative to conduct local Dropout Summits in 10 targeted local school districts. The Criminal Justice Institute, in collaboration with the ADE, will conduct trainings for the local districts. The Hot Springs, Pine Bluff, Forest City, Helena, Little Rock and Springdale school districts will hold local summits in the spring of 2009. The Summits will focus on awareness of the dropout problem among sub groups and local capacity to develop solutions.

High School that Works Initiative: P.O.I.S.E. will participate in the High School that Works initiative, a collaboration of the Arkansas Department of Career Education and the ADE, to implement 9th grade redesign statewide.

National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will host Dr. Loujeania Williams Bost of the National Dropout Prevention Center for Students with Disabilities on November 19, 2008 at the Clinton Presidential Library and Conference Center/Education Center. Dr. Bost will conduct a seminar titled "Decreasing Dropout Rates Among Students with Disabilities: Understanding our Challenge." Teams from 10 local school districts will participate in the day-long technical assistance seminar.

Post-School Outcomes Center Collaboration: P.O.I.S.E. will collaborate with the Post-School Outcomes Center in May 2009-June 2009, piloting the National Post-School Outcomes Center Data Use Tool. Little Rock School District has agreed to pilot the tool. P.O.I.S.E will organize a team of district personnel to review the post-school data (2006-LifeTrack). The district will provide a meeting space to accommodate the team for a three-hour meeting. A site visit will be conducted on June 26, 2009. The district team will provide constructive feedback regarding the utility of the tool and suggestions for refining the tool for use with other LEAs.

P.O.I.S.E. Website: The P.O.I.S.E. website will be updated to include a dropout prevention focus and information on parental involvement priorities.

Check and Connect Program: The P.O.I.S.E. coordinator will attend a Check and Connect Training sponsored by the Institute on Community Integration at the University of Minnesota. The Check and

Connect model is designed to promote students' engagement with school, reduce dropout, and increase school completion. P.O.I.S.E began offering technical assistance (regional) in the Check and Connect model to a network of local school districts that triggered in both indicator 1 (graduation) and 2 (dropout) to develop frameworks for school completion. To expand Check and Connect across the State, Arkansas Transition Services will provide opportunities along with P.O.I.S.E.

Making the Connection Across Indicators 1, 2, 13, 14 Workshop: In September 2008, a team from Arkansas will participate in this workshop sponsored by the North Central Regional Resource Center and Southeast Regional Resource Center in Kansas City, KS. The P.O.I.S.E. staff will provide professional development opportunities on Making the Connection Across Indicators 1, 2, 13, and 14 and will use this process in local school districts that requests assistance through CIRCUIT.

Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project began to provide interventions in three Arkansas school districts for an initial cohort of ninth graders failing the first semester of the 2007-08 school year. In 2008-09, the C.O.R.E. project will expand to include select high schools in the Little Rock School District, the largest district in the State, as well as the continued participation of the three initial districts. Participation in the C.O.R.E. project is voluntary but districts must commit to the intervention strategies. For students to be considered at risk of dropping out of school they must be in the ninth grade and have failed at least one core subject area   English, mathematics, science, or social studies.

Presentations: The P.O.I.S.E Coordinator will present C.O.R.E. at Special Show 2008.

Activities planned by the Arkansas Transition Services (ATS) for 2008-09 include:
- Participation in local team meetings to encourage transition teams to continue making progress on their plans.
- Participation of various consultants on Child and Adolescent Service system program (CASSP) Teams around the State. Consultants on CASSP teams served approximately 30 students.
- Plan and conduct Transition Orientation Night for Parents for each education service cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level.

Transition Inservice: Trainings are provided prior to the start of each school year upon request. These typically provide a general overview of transition requirements and assessments but are customized to meet the needs of the requesting district.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) will be provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. This training is available at any time upon a district's request.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training will be introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating implementation of exit portfolios for senior students with IEPs. It includes having students assist in writing their Summary

of Performance (SOP), maintaining all agency contacts and correspondence in a portfolio, participating in qualifying assessments and maintaining records of performance for enrollment in post-secondary programs, and involving parents in activities to become knowledgeable in the portfolio's development. This training culminates with a portfolio overview at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

Transition Class: Getting Started (formerly How to Develop a 'Transitions' Class) Training: Since 2007, over 75 new Transitions classes have been established, with approximately 185 teachers and supervisors receiving the training. Each attendee receives a manual that serves as a guide in developing a Transitions class. Statewide trainings and regional trainings are held throughout the year.

Partnership with NSTTAC: The SEA maintains a partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the SEA on a "Focus" school, West Memphis High School. This project includes working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. Financial and technical assistance are being provided by NSTTAC and the Arkansas Transition Services. Data are collected and analyzed to determine effective tools, assessments, curricula and practices.

College Bound 2009: This activity will be held June 17-19, 2009 at University of Central Arkansas (UCA). Students, parents, and professionals will participate in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Transition Youth Conferences: In October 2008, two Transition Youth Conferences will be held in southwest Arkansas, and another will be held in southeast Arkansas in February 2009. These conferences target junior and senior year students with disabilities in all school districts of each participating co-op area. Training has been developed to assist other co-ops throughout the state to conduct these conferences.

Transition Cadre Meetings: Cadre meetings will be held to present team leaders with the latest information and professional development. A cadre meeting will be held February 10-11, 2009 in Little Rock for leaders and co-leaders of local teams around the state. Tom Holub will provide teams with professional development on self-determination, specifically the initiation and implementation of self-determination practices with students with disabilities in their classrooms. In addition, information on indicators 1, 2, 13, and 14 will be presented by NSTTAC consultants and the Director of the IDEA Data & Research Office.

A second Cadre meeting will be held in June 2009. This meeting will provide professional development in Agency Collaboration and an opportunity to update team plan progress and plan for the October Summit. NSTTAC consultants along with a consultant from Oklahoma will present on topics including team work, parent involvement and planning of the Transition Summit.

LEA Consultation: Arkansas Transition Services consultants will provide upon request consultations to districts throughout the state. These consultations consist of information sharing, file reviews, classroom set

up and general planning for the transition process. Some consultants will provide these services on a monthly basis to ensure ongoing technical assistance.

You're Hired! Employment for Youth with Disabilities: In April, 2009, "You're Hired! Employment for Youth with Disabilities," will air on Arkansas' PBS affiliate. This program was designed and funded by the Employability Project, and Arkansas Transition Services participated by sharing information on transition planning. In an effort to increase their knowledge and understanding of available services, the target audience is parents and students. Copies of this program will be shared with districts throughout the state to use in local training with students and parents.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Dropout Prevention Center and the National Post-School Outcomes Center.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2008-09 school year include:
- "Suspension/Expulsion of Students with Disabilities: The Legal Do's and Don'ts and Conducting Solid Manifestation Hearings." Presented by Jose Martin
- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans
- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 2009   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.

Monitoring/Program Effectiveness Section: The M/PE section of the ADE–SEU will continue to review graduation rates via the Monitoring Profiles to determine if districts are graduating students with disabilities at the same rate of all students.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT will continue to identify districts needing additional technical assistance.
P.O.I.S.E will undertake the following activities in 2009-10:
Collaborations:
- Arkansas Greater Graduation Initiative: P.O.I.S.E. will continue to participate in the Arkansas Greater Gradation initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts.

- Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. will continue the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade Academies for dropout prevention will be established with funds being provided by Career education for schools that volunteer to complete the training requirements.
- National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will convene a team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009.
- National Post-School Outcome Center Collaboration: The P.O.I.S.E. staff will participate in the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research will provide state and district level data to the team for the meeting. Additionally, Arkansas's pilot process will be shared with participants.
- Little Rock School District: The P.O.I.S.E. staff will continue to work with Little Rock School District.

Other P.O.I.S.E. activities for 2009-10 will include:
- P.O.I.S.E. website: www.poisedforgraduation.org will be updated.
- Check and Connect Program: P.O.I.S.E. and Arkansas Transition Services will participate and provide training opportunities to local education agencies.
- Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project will continue to expand and will work with the Arkansas IDEA Data & Research Office to develop and present to LEA supervisors in the Arkansas River Education Service Cooperative a rudimentary assessment of a local Early Warning System.

Arkansas Transition Services will undertake the following in 2009-10:
Collaborations:
- Interagency Agreements with School Districts
- Partnership with the National Secondary Transition and Technical Assistance Center
- Division on Career Development and Transition
- Arkansas Youth United
- College Camp at UALR in collaboration with PEPNet

ATS will provide the following training opportunities across the state.
- Person-Centered Planning Training
- Transition Toolkit Training
- Transitions Class - Getting Started
- Transitions Class - Integrating Ideas
- Transitions Class - Getting the Job
- Self-Advocacy Strategy Training
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost)

Other ATS activities will include:
- Roundtable Meeting: The meeting will provide teachers of transitions classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.
- Local Consults: ATS consultants will provide services upon request to districts within their regions.

- Arkansas Transition Summit: The fourth annual Arkansas Transition Summit will be held October 1-2, 2009 and provide existing teams and new teams an opportunity to come together to focus on student focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs.
- College Bound 2010: The annual event will be held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, AR.
- CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.
- ATS will support Transition Orientation Nights for Parents.
- ATS will support Transition Fairs/Agency Fests.
- Transition Youth Conference: The annual Youth Conference will be held in Hope, Arkansas in October 2009.
- ATS will make presentations at State and National Meetings.
- Cadre meetings will be held at least twice a year to present team leaders with the latest information and professional development.
- A cadre meeting for leaders and co-leaders of local teams around the state will be held February 25-26, 2010 in Little Rock. The meeting will provide teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing post-secondary goals will be presented by NSTTAC consultants.
- Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2010 to continue work on the state plan to improve indicator outcomes.
- Check and Connect Program: In September 2009, ATS and members from three school districts will receive training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention.
- ATS will host a transition retreat on December 10-11, 2009 for teachers from three school districts along with their Special Education Supervisor at the Winthrop Rockefeller Institute.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. Planned training includes:
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 2010   State partners in secondary and post-secondary 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 expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Fifth Annual Arkansas Transition Summit is scheduled for October 2010.

PEP Net: A team representing deaf education, transition services, and vocational rehabilitation will attend the PEP Net South regional meeting.

Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

The P.O.I.S.E. program in partnership with the ADE-SEU will apply for a technical assistance grant from the National Dropout Prevention Center.

FFY 2011   State partners in secondary and post-secondary 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 expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Sixth Annual Arkansas Transition Summit is scheduled for October 2011.

FFY 2012   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 expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Seventh Annual Arkansas Transition Summit is scheduled for October 2012.

Monitoring Priority: FAPE in the LRE

Indicator 02: Dropout Rates
  Percent of youth with IEPs dropping out of high school (20 U.S.C. 1416 (a)(3)(A))

Measurement

States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

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

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

Overview of Issue/Description of System or Process
Beginning with the 2004-2005 school year, the following process is used 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.
  - For grades two through twelve (2-12), the school enrollment census total for each grade of the current school year is compared to the school enrollment census total for each of the previous grades of the previous school year.
  - For grade one (1), the current school year school enrollment census total for grade one is compared to the school enrollment census total for the Kindergarten class of the previous year.

Examples of the calculation used to determine the dropout rate for grades 7 through 12 are as follows:
  (a) If the number of dropouts for grade seven was 0 and the October 1 enrollment was 51, the 7th grade
       dropout rate is 0/51 = .00 or 0.00%.
  (b) If the number of dropouts for grade eight was 3 and the October 1 enrollment was 63, the 8th grade
       dropout rate is 3/63 = .0476 or 4.76%.

(c) If the number of dropouts for grade nine was 1 and the October 1 enrollment was 56, the 9th grade dropout rate is 1/56 = .0179 or 1.79%.

(d) If the number of dropouts for grade 10 was 2 and the October 1 enrollment was 60, the 10th grade dropout rate is 2/60 = .0333 or 3.33%.

(e) If the number of dropouts for grade 11 was 4 and the October 1 enrollment was 54, the 11th grade dropout rate is 4/54 = .0741 or 7.41%.

(f) If the number of dropouts for grade 12 was 3 and the October 1 enrollment was 57, the 12th grade dropout rate is 3/57 = .0526 or 5.26%.

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

Baseline Data for FFY 2004

In 2005, an average of 3.32% of students with IEPs 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

FFY 2004	Measurable and Rigorous Target
	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.
FFY 2005	Using a moving average based on the past four years (2002 - 2005) of data, Arkansas anticipates the percentage of youth with IEPs dropping out of school to decline from 3.32 to 2.70%.
FFY 2006	In 2007, Arkansas anticipates the percentage of youth with IEPs dropping out of school to slightly increase from 2.70 to 2.83%.
FFY 2007	In 2008, Arkansas anticipates the percentage of youth with IEPs dropping out of school to slightly increase from 2.83 to 2.87%.
FFY 2008	The target for the percent of youth with IEPs dropping out of high school is 4.28%. FFY 2008 reporting represents a new baseline for the indicator due to the changes in the measurement requiring the use of ESEA reported data. For 2008-09 the alignment matches the requirements of the Consolidated State Performance Report (CSPR). The CSPR uses the Common Core of Data (CCD) required dropout data for students in grades 7-12, which reports one year in arrears. The reporting requirements differ from previous IDEA reporting, which included the most current school year and students ages 14-21, which equated to grades 9-12. **Describe the method used to collect data:** The single-year event data for this indicator is collected through the Arkansas Public School Computer Network (APSCN) student information system and submitted through the EDEN submission system (ESS) by the ADE Data Administration Office. Data Administration provides the numbers for this indicator to

	the Special Education Unit. The data reflects students enrolled in grades 7-12.
FFY 2009	In 2010, Arkansas anticipates the percentage of youth with IEPs dropping out of school to decline to 4.25%.
FFY 2010	In 2011, Arkansas anticipates the percentage of youth with IEPs dropping out of school to decline to 4.20%.
FFY 2011	In 2011, Arkansas anticipates the percentage of youth with IEPs dropping out of school to decline to 4.20%.
FFY 2012	In 2011, Arkansas anticipates the percentage of youth with IEPs dropping out of school to decline to 4.20%.

Improvement Activities/Timelines/Resources

FFY 2005   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 post-school outcomes for youth with IEPs.

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 funding 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 students 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 youth with IEPs 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   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 IEPs 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.

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 on February 15, 2008 to identify students having failed the semester. Once students 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.

The Secondary Transition Team will provide training on effective transition planning, person centered planning, how to write meaningful transition plans, assistive technology, and technical assistance opportunities; continue the Self-Determination in Arkansas project (SDAR); host the Transition Summit, local transition team meetings, and the Transition Institute; and participate in the Arkansas Youth Leadership Forum and College Bound Arkansas.

FFY 2007   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. 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.

Activities planned by the P.O.I.S.E Team for 2007/08 school year include:

- Continuing student-centered problem solving conferences for each referral received through CIRCUIT. District level **P.O.I.S.E. Teams** will be formalized in districts to assist with additional youth that require intense team support to remain in school.
- Completing its website redesign and partnership with agency linkages to participate as a source for a state-wide "Solutions Desk" for youth (Youth of Promise). Technical assistance for agency, school, family and service providers will address gaps in service delivery.
- Assisting districts that triggered for dropout to establish data sets from retention data. Data-driven information will assist in identification of students to refer for interventions through CIRCUIT. Districts will be provided key points of translating national data into state and local practice as a framework to review their local data to identify academic gaps.
- Hosting the P.O.I.S.E. Youth Development Summit 2008 in partnership with Arkansas Youth Development Collaborative "Youth of Promise" will provide an opportunity for youth referred through CIRCUIT, and other youth serving entities, to develop cross agency supports for innovative education, employment, and independent living options.
- Providing cross agency training and resource sharing for professional staff development for member groups of the Arkansas Youth Development Collaborative. Districts that refer students through CIRCUIT around interventions and evidence-based transition practices will receive assistance with programming based upon the unique needs of the students referred for services, and additional parent information sessions to facilitate interventions.
- Convening a forum of stakeholders of youth involved in Alternative Education, Juvenile Justice, and Foster Care to provide the benefits of the effective systematic technical assistance direct service model. Youth development during the transition strategic planning (prior to age 16) in the areas of academic development and functional needs of the child are critical for successful outcomes.
- Identifying LEAs for C.O.R.E. to formulate the Cohort in partnership with IDEA Data & Research to design the research bases for data collection.
- Providing professional development for pilot districts for C.O.R.E. for Check and Connect, KUDER and student-centered problem solving.
- P.O.I.S.E. will provide professional development through AR-LEARN for behavioral interventions for Secondary students.

Additional activities aimed at improving dropout rates will be conducted throughout the year by the secondary transition consultants, with an emphasis on local transition planning for low incidence populations and college bound students.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local

special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

FFY 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 the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide.

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-school Outcome Intervention for Special Education (P.O.I.S.E.) and Arkansas Transition Services (ATS). The activities for 2008-09 are presented below.

Monitoring/Program Effectiveness Section: The M/PE section of the Special Education Unit (SEU) will review graduation rates via the Monitoring Profiles to determine if districts are graduating special education students at the same rate as all students. Each district that triggers on the Monitoring Profiles will be 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 rates, the monitoring staff will work with the districts to develop strategies and actions within their ACSIP to address this issue.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): To identify districts needing additional technical assistance, referrals of students age 14-21 made to the CIRCUIT will be forwarded to the Post-school Outcome Intervention for Special Education (P.O.I.S.E.) team, if appropriate. P.O.I.S.E. assists districts in the development of IEPs for youth that facilitate graduation. In reviewing each child's IEP, the IEP team considers the strengths of the child, the concerns of the parents for enhancing the education of their child, the results of the initial evaluation or most recent evaluation of the child, the child's academic development, and the functional needs of the child.

Activities planned by the P.O.I.S.E Team for the 2008-09 school year include:
Arkansas Greater Graduation Initiative: P.O.I.S.E. will participate in the Arkansas Greater Graduation initiative to conduct local Dropout Summits in 10 targeted local school districts. The Criminal Justice Institute, in collaboration with the ADE, will conduct trainings for the local districts. The Hot Springs, Pine Bluff, Forest City, Helena, Little Rock and Springdale school districts will hold local summits in the spring of 2009. The Summits will focus on awareness of the dropout problem among sub groups and local capacity to develop solutions.

High School that Works Initiative: P.O.I.S.E. will participate in the High School that Works initiative, a collaboration of the Arkansas Department of Career Education and the ADE, to implement 9th grade redesign statewide.

National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will host Dr. Loujeania Williams Bost of the National Dropout Prevention Center for Students with Disabilities on November 19, 2008 at the Clinton Presidential Library and Conference Center/Education Center. Dr. Bost will conduct a seminar titled "Decreasing Dropout Rates Among Students with Disabilities: Understanding our Challenge." Teams from 10 local school districts will participate in the day-long technical assistance seminar.

Post-School Outcomes Center Collaboration: P.O.I.S.E. will collaborate with the Post-School Outcomes Center in May 2009-June 2009, piloting the National Post-School Outcomes Center Data Use Tool. Little

Rock School District has agreed to pilot the tool. P.O.I.S.E will organize a team of district personnel to review the post-school data (2006-LifeTrack). The district will provide a meeting space to accommodate the team for a three-hour meeting. A site visit will be conducted on June 26, 2009. The district team will provide constructive feedback regarding the utility of the tool and suggestions for refining the tool for use with other LEAs.

P.O.I.S.E. Website: The P.O.I.S.E. website will be updated to include a dropout prevention focus and information on parental involvement priorities.

Check and Connect Program: The P.O.I.S.E. coordinator will attend a Check and Connect Training sponsored by the Institute on Community Integration at the University of Minnesota. The Check and Connect model is designed to promote students' engagement with school, reduce dropout, and increase school completion. P.O.I.S.E began offering technical assistance (regional) in the Check and Connect model to a network of local school districts that triggered in both indicator 1 (graduation) and 2 (dropout) to develop frameworks for school completion. To expand Check and Connect across the State, Arkansas Transition Services will provide opportunities along with P.O.I.S.E.

Making the Connection Across Indicators 1, 2, 13, 14 Workshop: In September 2008, a team from Arkansas will participate in this workshop sponsored by the North Central Regional Resource Center and Southeast Regional Resource Center in Kansas City, KS. The P.O.I.S.E. staff will provide professional development opportunities on Making the Connection Across Indicators 1, 2, 13, and 14 and will use this process in local school districts that requests assistance through CIRCUIT.

Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project began to provide interventions in three Arkansas school districts for an initial cohort of ninth graders failing the first semester of the 2007-08 school year. In 2008-09, the C.O.R.E. project will expand to include select high schools in the Little Rock School District, the largest district in the State, as well as the continued participation of the three initial districts. Participation in the C.O.R.E. project is voluntary but districts must commit to the intervention strategies. For students to be considered at risk of dropping out of school they must be in the ninth grade and have failed at least one core subject area   English, mathematics, science, or social studies.

Presentations: The P.O.I.S.E Coordinator will present C.O.R.E. at Special Show 2008.

Activities planned by the Arkansas Transition Services (ATS) for 2008-09 include:
- Participation in local team meetings to encourage transition teams to continue making progress on their plans.
- Participation of various consultants on Child and Adolescent Service system program (CASSP) Teams around the State. Consultants on CASSP teams served approximately 30 students.
- Plan and conduct Transition Orientation Night for Parents for each education service cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level.

Transition Inservice: Trainings are provided prior to the start of each school year upon request. These typically provide a general overview of transition requirements and assessments but are customized to meet the needs of the requesting district.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) will be provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. This training is available at any time upon a district's request.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training will be introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating implementation of exit portfolios for senior students with IEPs. It includes having students assist in writing their Summary of Performance (SOP), maintaining all agency contacts and correspondence in a portfolio, participating in qualifying assessments and maintaining records of performance for enrollment in post-secondary programs, and involving parents in activities to become knowledgeable in the portfolio's development. This training culminates with a portfolio overview at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

Transition Class: Getting Started (formerly How to Develop a 'Transitions' Class) Training: Since 2007, over 75 new Transitions classes have been established, with approximately 185 teachers and supervisors receiving the training. Each attendee receives a manual that serves as a guide in developing a Transitions class. Statewide trainings and regional trainings are held throughout the year.

Partnership with NSTTAC: The SEA maintains a partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the SEA on a "Focus" school, West Memphis High School. This project includes working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. Financial and technical assistance are being provided by NSTTAC and the Arkansas Transition Services. Data are collected and analyzed to determine effective tools, assessments, curricula and practices.

College Bound 2009: This activity will be held June 17-19, 2009 at University of Central Arkansas (UCA). Students, parents, and professionals will participate in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Transition Youth Conferences: In October 2008, two Transition Youth Conferences will be held in southwest Arkansas, and another will be held in southeast Arkansas in February 2009. These conferences target junior and senior year students with disabilities in all school districts of each participating co-op area. Training has been developed to assist other co-ops throughout the state to conduct these conferences.

Transition Cadre Meetings: Cadre meetings will be held to present team leaders with the latest information and professional development. A cadre meeting will be held February 10-11, 2009 in Little Rock for leaders and co-leaders of local teams around the state. Tom Holub will provide teams with professional development on self-determination, specifically the initiation and implementation of self-determination

practices with students with disabilities in their classrooms. In addition, information on indicators 1, 2, 13, and 14 will be presented by NSTTAC consultants and the Director of the IDEA Data & Research Office.

A second Cadre meeting will be held in June 2009. This meeting will provide professional development in Agency Collaboration and an opportunity to update team plan progress and plan for the October Summit. NSTTAC consultants along with a consultant from Oklahoma will present on topics including team work, parent involvement and planning of the Transition Summit.

LEA Consultation: Arkansas Transition Services consultants will provide upon request consultations to districts throughout the state. These consultations consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants will provide these services on a monthly basis to ensure ongoing technical assistance.

You're Hired! Employment for Youth with Disabilities: In April, 2009, "You're Hired! Employment for Youth with Disabilities," will air on Arkansas' PBS affiliate. This program was designed and funded by the Employability Project, and Arkansas Transition Services participated by sharing information on transition planning. In an effort to increase their knowledge and understanding of available services, the target audience is parents and students. Copies of this program will be shared with districts throughout the state to use in local training with students and parents.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Dropout Prevention Center and the National Post-School Outcomes Center.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2008-09 school year include:
- "Suspension/Expulsion of Students with Disabilities: The Legal Do's and Don'ts and Conducting Solid Manifestation Hearings." Presented by Jose Martin
- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans
- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 2009   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.

Monitoring/Program Effectiveness Section: The M/PE section of the ADE–SEU will continue to review graduation rates via the Monitoring Profiles to determine if districts are graduating students with disabilities at the same rate of all students.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT will continue to identify districts needing additional technical assistance.
P.O.I.S.E will undertake the following activities in 2009-10:
Collaborations:
- Arkansas Greater Graduation Initiative: P.O.I.S.E. will continue to participate in the Arkansas Greater Gradation initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts.
- Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. will continue the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade Academies for dropout prevention will be established with funds being provided by Career education for schools that volunteer to complete the training requirements.
- National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will convene a team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009.
- National Post-School Outcome Center Collaboration: The P.O.I.S.E. staff will participate in the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research will provide state and district level data to the team for the meeting. Additionally, Arkansas's pilot process will be shared with participants.
- Little Rock School District: The P.O.I.S.E. staff will continue to work with Little Rock School District.

Other P.O.I.S.E. activities for 2009-10 will include:
- P.O.I.S.E. website: www.poisedforgraduation.org will be updated.
- Check and Connect Program: P.O.I.S.E. and Arkansas Transition Services will participate and provide training opportunities to local education agencies.
- Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project will continue to expand and will work with the Arkansas IDEA Data & Research Office to develop and present to LEA supervisors in the Arkansas River Education Service Cooperative a rudimentary assessment of a local Early Warning System.

Arkansas Transition Services will undertake the following in 2009-10:
Collaborations:
- Interagency Agreements with School Districts
- Partnership with the National Secondary Transition and Technical Assistance Center
- Division on Career Development and Transition
- Arkansas Youth United
- College Camp at UALR in collaboration with PEPNet

ATS will provide the following training opportunities across the state.
- Person-Centered Planning Training
- Transition Toolkit Training
- Transitions Class - Getting Started
- Transitions Class - Integrating Ideas

- Transitions Class - Getting the Job
- Self-Advocacy Strategy Training
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost)

Other ATS activities will include:
- Roundtable Meeting: The meeting will provide teachers of transitions classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.
- Local Consults: ATS consultants will provide services upon request to districts within their regions.
- Arkansas Transition Summit: The fourth annual Arkansas Transition Summit will be held October 1-2, 2009 and provide existing teams and new teams an opportunity to come together to focus on student focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs.
- College Bound 2010: The annual event will be held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, AR.
- CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.
- ATS will support Transition Orientation Nights for Parents.
- ATS will support Transition Fairs/Agency Fests.
- Transition Youth Conference: The annual Youth Conference will be held in Hope, Arkansas in October 2009.
- ATS will make presentations at State and National Meetings.
- Cadre meetings will be held at least twice a year to present team leaders with the latest information and professional development.
- A cadre meeting for leaders and co-leaders of local teams around the state will be held February 25-26, 2010 in Little Rock. The meeting will provide teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing post-secondary goals will be presented by NSTTAC consultants.
- Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2010 to continue work on the state plan to improve indicator outcomes.
- Check and Connect Program: In September 2009, ATS and members from three school districts will receive training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention.
- ATS will host a transition retreat on December 10-11, 2009 for teachers from three school districts along with their Special Education Supervisor at the Winthrop Rockefeller Institute.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. Planned training includes:
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 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 operational statewide.

The P.O.I.S.E. Technical Advisory Teams will expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Fifth Annual Arkansas Transition Summit is scheduled for October 2010.

PEP Net: A team representing deaf education, transition services, and vocational rehabilitation will attend the PEP Net South regional meeting.

Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

The P.O.I.S.E. program in partnership with the ADE-SEU will apply for a technical assistance grant from the National Dropout Prevention Center.

FFY 2011   State partners in secondary and post-secondary 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 expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Sixth Annual Arkansas Transition Summit is scheduled for October 2011.

FFY 2012   State partners in secondary and post-secondary 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 expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Seventh Annual Arkansas Transition Summit is scheduled for October 2012.

Monitoring Priority: FAPE in the LRE

Indicator 03: Assessment

Participation and performance of children with IEPs on statewide assessments:

    A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

    B. Participation rate for children with IEPs.

    C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Measurement

    A. AYP Percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

    B. Participation Rate Percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

    C. Proficiency Rate Percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process

Beginning with the 2007-2008 school year, the criterion referenced statewide benchmark exam will be replaced with a new augmented assessment; combining criterion referenced-standards based items with norm-referenced items. A composite score as well as separate scores will be made available for students taking this exam.

Regular assessment with or without accommodations

All children with IEPs participate annually in statewide augmented 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 Adequate Yearly Progress (AYP) for accountability in the No Child Left Behind Act. These assessments are based on the State curriculum frameworks for children with and without IEPs. Children with IEPs may take the exams with or without the allowed accommodations.

End of Course Exams

End of Course exams are given in algebra and geometry. The scores from these exams are included in the districts' calculation for AYP. Additionally, science assessments are given in grades 5 and 7 as well as a biology End of Course exam in high school. Science is not part of the calculation for AYP but is reported under ESEA.

Alternate Portfolio Assessment

Each student must meet the eligibility for the alternate portfolio as determined through evaluations, observations, and the student IEP conference. This eligibility must be reflected in the student's current IEP

including a signed notification by the child's parents that they understand their child is being assessed with an alternate assessment based on alternate achievement standards.

Annual assessments in mathematics and literacy using an alternate portfolio is administered to children with a significant cognitive disability in grades 3, 4, 5, 6, 7, and 8 and the literacy exam in grade 11. The scores from these exams are included in the districts' calculation for AYP.

Additional alternate portfolio assessments are given for students enrolled in 9th grade math, who are not expected to enroll in algebra or geometry courses and to take the End of Course assessment in those subjects. The alternate portfolio for high school math (end of course) is course specific and is included in the AYP calculation, but it does not meet the criteria for the 1% cap.

A similar portfolio assessment is available for students with IEPs enrolled in resource biology. These assessments are aligned to the grade level content standards for the subjects; however, the eligibility for these assessments is not based on the criteria for students having a significant cognitive disability.

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 children with IEPs 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 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 literacy for children with IEPS. It is important to note that Safe Harbor Eligibility was not considered.

Baseline Data for FFY 2004

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%
All Grades	**44**	**1**	**2.27%**

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%
All Grades	**74**	**24**	**32.43%**

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%
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

Report Year	Measurable and Rigorous Target
FFY 2004	**AYP** **Literacy** 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%). 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. **Mathematics** 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%). 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 %. **Assessment Participation** **Regular Assessment Participation** 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%. 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. 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 children with IEPs that reach performance proficiency is 20 to 30 percentage points lower than all students in the State. However, the percentage of children with IEPS who reach performance proficiency should increase at the same rate as for all students under AYP progress. It will be a challenge for the state to meet this target due to the rate of increase required.

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 grades, due primarily to the extreme emphasis which has been given in the early grades to intervention and supplemental programming in mathematics. **Alternate Assessment Results** 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. 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. 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.
FFY 2005	**AYP** **Literacy:** The percent of districts meeting AYP objectives will be 9.0%. **Mathematics:** The percent of districts meeting AYP objectives will be 36.48%. **Participation** The participation target is 95% as in accordance with NCLB. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2005-06 is 13.17%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2005-06 is 18.54%.
FFY 2006	**AYP** **Literacy:** The percent of districts meeting AYP objectives will be 15.91%. **Mathematics:** The percent of districts meeting AYP objectives will be 40.54% . **Participation** The participation target is 95% as in accordance with NCLB. **Performance Proficiency** 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%.
FFY 2007	**AYP** **Literacy:** The percent of districts meeting AYP objectives will be 22.73%. **Mathematics:** The percent of districts meeting AYP objectives will be 44.59%. **Participation** The participation target is 95% as in accordance with NCLB. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2007-08 is 25.99%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2007-08 is 31.58%.
FFY 2008	**AYP** Combined literacy and mathematics AYP target is 16.67%. This represents a new baseline. Previously, in accordance with its accountability workbook, Arkansas reported separate AYP targets for literacy and mathematics. **Participation** In accordance with NCLB, the participation target is 95%. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2008-09 is 32.40%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2008-09 is 38.10%.
FFY 2009	**AYP** Combined literacy and mathematics AYP target is 16.95%. **Participation** In accordance with NCLB, the participation target is 95%. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2009-10 is 38.81%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2009-10 is 44.62%.
FFY 2010	**AYP** Combined literacy and mathematics AYP target is 17.15%.

	Participation In accordance with NCLB, the participation target is 95%. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2010-11 is 45.22%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2010-11 is 51.14%.
FFY 2011	**AYP** Combined literacy and mathematics AYP target is 17.15%. **Participation** In accordance with NCLB, the participation target is 95%. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2011-12 is 45.22%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2011-12 is 51.14%.
FFY 2012	**AYP** Combined literacy and mathematics AYP target is 17.15%. **Participation** In accordance with NCLB, the participation target is 95%. **Performance Proficiency** The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2012-13 is 45.22%. The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2012-13 is 51.14%.

Improvement Activities/Timelines/Resources

FFY 2005   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 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 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 including parent involvement through home-based literacy and positive behavioral supports.

Staff of the State Improvement Grant will develop web-based Literacy Intervention Modules to address the five essential elements of literacy developed for special education teachers statewide.

FFY 2006   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.

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.

Training modules will be developed through the SIG for parents of children with IEPs. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the areas of literacy and positive behavioral practices.

Through the SEU partnership with the ADE K-12 Literacy Unit, SIG activities will incorporate a more targeted focus on adolescent literacy by providing professional development and follow-up to secondary educators (general and special education) in the Strategic Instruction Model (SIM), with an ultimate goal of all students reaching proficiency.

The SEU will participate in the ADE's Closing the Achievement Gap (CTAG) initiative which is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design.

Training will be provided by the staff of the ADE-SEU and nationally recognized experts on the selection, use, and evaluation of accommodations for students with disabilities on statewide assessments.

Staff of the State Improvement Grant will finalize the development of web-based Literacy Intervention Modules to address the five essential elements of literacy developed for use by special education teachers statewide.

FFY 2007   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 provided in the fall of 2007 to all special education teachers.

State Improvement Grant Staff will provide statewide professional development to Arkansas general and special education teachers in the use of two web-based Literacy Intervention tools (developed through the State Improvement Grant) addressing the five essential areas of literacy.

Through the ADE-SEU partnership with the ADE K-12 Literacy Unit, the SIG will continue to expand its focus on adolescent literacy in 2007-2008 by providing high quality professional development, including coaching and technical assistance, to secondary educators (general and special education) in the research based strategies of the Strategic Instruction Model (SIM) with the ultimate goal of all students reaching proficiency.

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, building parent involvement through home-based literacy and positive behavioral support. Training modules developed through the SIG for parents of children with IEPs will be implemented by SIG parent mentors during the 2007-08 school year.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-

LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

Training will be provided by the staff of the ADE-SEU to selected Educational Cooperatives and local school districts in the interpretation of assessment results and the application of these results toward improving scores for AYP accountability.

The Special Education Unit will develop a checklist for use in monitoring on-site testing for the benchmark exams on test day. This checklist will include examination of the students IEP in relation to the form of test the student is given, the accommodations recommended in the IEP, the actual use of the accommodations, and the requisite training provided for those persons responsible for the administration of the tests and the provision of accommodations.

The SEU staff continues to participate as members of the ADE Closing the Achievement Gap Initiative in an effort to ensure all Arkansas students reach proficiency.

At the invitation of the Arkansas Association of Special Education Administrators, staff of the ADE-SEU will present an intensive two day seminar in June 2008 in Eureka Springs, AR for more than 200 LEAs and other related professionals on the new state regulations for special education programs. While the emphasis of the meeting will be on the new State regulations, considerable time will be devoted to the issues of assessment including specific related topics of IEP Team responsibilities, data reporting, accommodation use and evaluation.

FFY 2008 Statewide Video Broadcast: A three-hour statewide video will be broadcast in September 2008 to provide specific information on assessment processes for both the benchmark and the alternate portfolio. This will be broadcast to all of the regional Educational Service Cooperatives and other agencies equipped to receive the signal from the ADE studio. This training will be presented by Charlotte Marvel of the Assessment and Curriculum Unit and Tom Hicks of the Special Education Unit. Interactive time will be allowed for questions at the conclusion of the session. Additionally, regional assessment trainings will be held in the spring of 2009 by the ADE Assessment Unit at the following locations: Fort Smith, Mountain Home, Jonesboro, Forrest City, Monticello, Hope and Little Rock.

Standards Based IEPs: The SEU will sponsor a two-day seminar for LEAs and other interested professionals in the spring of 2009 on Standards Based IEPs. Marla Holbrook from the Alabama Department of Education along with colleagues from the University of North Carolina and the Department of Education of South Carolina will present trainer of trainer information to prepare the LEAs for the new Standards Based IEP initiative of the ADE-SEU. This initiative will be rolled out during the spring of 2010 and implemented beginning the fall of 2011.

The use of Standards Based IEPs will require all student IEPs to be tied directly to the content standards which are the base for the benchmark exam. By linking the IEPs and related instruction directly to the standards, student performance will improve.

ADE Initiatives: The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is centrally involved in numerous ADE initiatives. The Closing the Achievement Gap (CTAG) initiative, Arkansas' Response to Intervention (RTI) model, involves a partnership crossing all units of the ADE. CTAG is broadly formulated on an infrastructure aligned with a problem solving, decision-making model and Response to Intervention design. Initiated in 2006-2007, the continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations. Arkansas SPDG personnel are also centrally involved on the ADE Leadership Team for the Differentiated Accountability Pilot for School Improvement. Beginning in 2009-2010, SPDG staff will participate on the Smart Accountability Support Teams for schools not meeting AYP through Arkansas' Smart Accountability framework. The SPDG-supported products and practices, such as the Literacy Matrix, RIDE Reading Intervention Bank, and PBSS will be used as part of the support system for these schools. Schools in Years 3-6 of School Improvement will be encouraged to use SIM Content Enhancement Routines as a core academic intervention in their schools beginning in Fall 2009.

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention Project, a collaborative effort of the SPDG, ADE, and the University of Central Arkansas' Mashburn Center for Learning, will continue its focus on adolescent literacy by providing professional development and follow up to secondary educators (general and special education) in the Strategic Instruction Model (SIM). During the 2008-09 school year, the Arkansas Adolescent Literacy Intervention Project will expand to include seven middle and high schools with teachers participating in Strategic Instruction Model (SIM). Nine SIM Apprentice Professional Developers will complete the SIM Potential Professional Developer Institute and become fully certified SIM Professional Developers by the end of 2008-09. This will dramatically increase Arkansas' capacity to offer SIM professional development across the state to general and special educators enabling them to better support Arkansas' struggling adolescent learners.

Literacy Intervention Program Menu: The Literacy Intervention Program Menu was developed in Year 5 and will be posted on the Arkansas IDEAS on-line professional development website at the beginning of Year 6. The primary goal of the Literacy Intervention Program Menu is to assist schools in the selection of research-based literacy intervention programs.

Arkansas Reading First Model: Professional development specifically designed to support the Arkansas Reading First Model is provided for teachers in grades K-3 in qualifying schools; however, K-12 special education teachers statewide are also targeted to participate in this high quality research–based professional development. This provides participating special education teachers an added degree of expertise in the teaching of reading and literacy. During year 6 (no-cost extension year), the SIG/SPDG, Arkansas Reading First staff, and staff from the ADE K-12 Literacy Unit and Professional Development Unit will continue to partner in supporting scientifically-based literacy strategies, with the SIG/SPDG staff taking the lead for non-responding students. In addition to being fused into other SPDG professional development and consultation, statewide, regional and school-based trainings involving a combination of the RIDE, Arkansas Literacy Matrix, Closing the Achievement Gap and *ChartMaker* will be held.

ChartMaker: The *ChartMaker* electronic progress monitoring tool was developed and posted on the SPDG website during Year 5. It will be disseminated to Goal 1 Schools through on-site consultation visits and presented at various state and regional conferences including the Arkansas Reading First State conference in the summer of 2008.

Home Based Literacy and Partners in Literacy Trainings: During year 6, Home Based Literacy and Partners in Literacy trainings will be conducted for parents.

Literacy Practices and Trainings: Effective Literacy Practices and Using Web-Based Literacy trainings will be provided during year 6.

The 2008 Special Show: The 2008 Special Show will be held in Hot Springs, AR July of 2008 with a theme of planning for the future. Several sessions will be devoted to assessment including portfolio preparations, alignment of standards to assessment, and other aspects of the assessment system in the state.

Arkansas Association of Special Education Administrators (AASEA): A special presentation will be made to the Arkansas Association of Special Education Administrators (AASEA) at their meeting in Hot Springs in November 2008. Detailed information will be presented on assessment and aligning instruction to state standards.

Regional Workshop: A regional workshop will be held in August 2008 at the OUR Service Cooperative in Harrison, AR for administrators on the topics of assessment, achieving AYP targets, and improving scores of students with disabilities.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2008-09 school year include:
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Autism Diagnostic Observation System (ADOS)

FFY 2009   Public Reporting of Assessment Results: Assessment results for all students with disabilities at the state level as well as participation by school building and grade level will be available on the Special Education website under Data and Research http://arksped.k12.ar.us/documents/data_n_research.

Standards Based IEPs: In an effort to offer a more efficient and effective instructional system, which in turn will lead to better instruction, learning, and test scores, the Special Education Unit is developing a Standards Based IEP system which will be fully operational in the Fall of 2012.

Statewide Video Broadcast: A three-hour statewide video broadcast will be held in September 2009 providing specific information on assessment processes for both the benchmark and the alternate portfolio assessment. Additionally, regional assessment trainings will be held in the spring of 2010 by the ADE Assessment Unit.

Alternate Portfolio Webinar Training: Statewide training on preparation and submission of the alternate portfolio assessment will be provided by webinar on September 4 by the staff of the Assessment Unit and the Special Education Unit.

Bias Committee Work: In an effort to provide the most effective test items, free from unintended distractions for all students, but especially for students with disabilities, the Assessment Unit will conduct a bias review of all test items before they are field tested.

Regional Test Coordinator Training: The Assessment Unit of the Department of Education and representatives from the Special Education Unit will conduct regional training for all of the local test coordinators and test administrators across the state in January and February 2010.

Consultant Training on Alternate Portfolio Assessment: During the 2009-2010 school year, the Technology and Curriculum Access Center (TCAC), located in the Easter Seals Arkansas facility, will provide intensive professional development in the area of alternate portfolio assessment.

The Arkansas SPDG: The Arkansas SPDG will maintain a collaborative relationship with the broader ADE, while it continues to focus on activities supporting SPDG goals.
- SPDG staff will work with the ADE Professional Development Office/Smart Accountability Initiative to provide a series of professional development/trainings on school leadership, strategic planning, and organizational development, RtI/Closing the Achievement Gap (CTAG—the state's RtI process), and school-level committee and grade-level roles and responsibilities.
- Arkansas Adolescent Literacy Intervention Project
- Literacy Intervention Program Menu
- Arkansas Math Intervention Matrix
- Home-Based Literacy and PBSS/Social Skills, a CD will be produced containing: (a) the *Partners in Literacy* and *The Stop and Think Parenting* PowerPoint presentations with accompanying scripts and handouts; (b) pdf files of the SIG's Literacy Brochures for Parents at three age/grade levels; and (c) five sample preschool to Grade 1 social skills songs from *The Stop and Think Songbook for Early Childhood*.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. Planned training includes:
- AR-LEARN Mathematics/Literacy Conference
- Orton-Gillingham Reading Program
- Picture Exchange Communication System (PECS) Basic and advanced
- Advances Learning Center

FFY 2010   Training of district personnel in test administration and alternate portfolio assessment 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 provided for all special education teachers in the fall of 2010.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of assessment.

ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

FFY 2011   Training of district personnel in test administration and alternate portfolio assessment preparation will be conducted in the fall of 2011 and in the spring of 2012 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be provided for all special education teachers in the fall of 2011.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of assessment.

ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

FFY 2012   Training of district personnel in test administration and alternate portfolio assessment preparation will be conducted in the fall of 2012 and in the spring of 2013 by staff of the Special Education Unit. Training in standards-based curriculum and assessment will be provided for all special education teachers in the fall of 2012.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of assessment.

ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

Monitoring Priority: FAPE in the LRE

Indicator 04: Suspension/Expulsion

    A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

    B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement

    A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

    B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

    Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process

While districts across the State should be suspending or expelling small numbers of children each school year regardless of their status, the percentage of children with disabilities 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, the special education Grants and Data Management (G/DM) section 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.

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, districts 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) (the incident did not result in physical injury)	08 = Alternative Learning Environment
03 = Expelled	09 = Expelled for Drugs (Does not include alcohol or tobacco)
04 = Expelled for Weapons (as defined by Federal, State and Student Discipline Policy)	10 = Expelled for dangerousness (the incident did not result in physical injury)
05 = Corporal Punishment	11 = Expelled for dangerousness (the incident resulted in physical in injury)
06 = Other	12 = Out of School Suspension (incident resulted in physical injury)

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

Indicator 4A
The special education benchmark for suspension/expulsion (s/e) rate is the three-year difference between district rates for all students as compared to children with Disabilities greater than 10 days out-of-school suspension/expulsion. The statewide three-year average s/e rate for children with Disabilities is 1.13%. The statewide three-year district average s/e rate for all students is 1.04%. Comparing the average for total district 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%. Districts are identified as having a significant difference if special education rates are 1.24 percentage points higher than the rate for general education students. The formula is presented below.

Formula: Suspension/expulsion rate for children with disabilities – Suspension/expulsion rate for general education students = Difference between Special Education & District.

In establishing the State's targets for Indicator 4A, a four-year moving average was used to project suspension/expulsion rates through FFY 2014 for Indicator 4A. A comparison between mean and median found no discernable difference; therefore, the mean was used to facilitate comparisons with past reporting.

Indicator 4B
The measurement for 4B uses a risk ratio calculation. The analysis generates both a risk ratio and weighted risk ratio. The lower value of the two determines if a district has a significant discrepancy, by race or ethnicity. A district with a risk ratio greater than four (4) indicates a significant discrepancy.

Baseline Data for FFY 2004
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.

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	The suspension/expulsion rate historically has been higher for children with disabilities 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. 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. 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.

FFY 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: 7.60%.
	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.
	The Arkansas Department of Education collects all data elements at the student level; however, prior to 2005-06 the Special Education Unit received aggregated data from APSCN—LEA student counts greater than 10 days by race. In 2005-06 when the data were forwarded to the SEU at the student level discipline data, as opposed to aggregated counts, the IDEA Data & Research Office identified anomalies in the data set, such as:

	1. there were more students than in previous years;
	    2. the field for reporting the number of "days" suspended was often blank;
	    3. APSCN did not have the "days" field as a required field

	This analysis found that in the past when the SEU was sent aggregated data if the "day" field was blank that incident was wasn't included in the calculation. The IDEA Data & Research Office worked with the APSCN Student Management System staff to implement a Phase I edit to occur when a district attempts to submit their discipline with a blank "day" field when the action taken resulted in an OSS or in school suspension; the district is blocked from submitting until the field is corrected.
	The change in the data collection and cleansing process identified 53.36% more student in 2005-06 than the aggregated data of 2004-05.
	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: 5.91%.
	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):

	• American Indian/Alaskan Native 0.00%
	    • Asian/Pacific Islander 0.00%
	    • Black (non-Hispanic) 4.33%
	    • Hispanic or Latino 0.00%
	    • White (non-Hispanic) 1.57%

FFY 2006	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: 7.59%.
	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: N/A.
FFY 2007	A. 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: 7.11%.
	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: N/A
FFY 2008	A. 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: 7.11%.
	Reporting of the indicator is a year in arrear; therefore, the target is the same as FFY 2007 and targets for reporting in FFY 2009 and FFY 2010 have been adjusted to reflect this change.
	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: N/A.
FFY 2009	A. 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: 6.60%.
	B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100: 0%

Indicator 4B: Rates of suspension and expulsion:

FFY	Measurable and Rigorous Target
FFY 2009 (using 2008-2009 data)	**0%**

Definition of Significant Discrepancy and Methodology

An LEA with a risk ratio greater than four (4) is identified as having a significant discrepancy by race or ethnicity. The risk ratio compares students who received special education services and were suspended or expelled for greater than 10 days during the school year to all students who were suspended or expelled for greater than 10 days. Although the calculations generate risk ratios and weighted risk ratios, Arkansas applies the lower of the two ratios for identification of LEAs.

Actual Target Data:

4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)	280	3	1.07

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2009 (using 2008-2009 data)	280	0	0

Review of Policies, Procedures, and Practices: For each of the three (3) LEAs that the State identified in 2008-09 as having a significant discrepancy by Race or Ethnicity, the State reviewed LEAs' policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards via an LEA self- assessment and its Arkansas Comprehensive School Improvement Plan (ACSIP). The State verified each LEA's self-assessment and ACSIP through desk audits and/or onsite visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in zero findings of noncompliance.

The self-assessments are reviewed by a single contractor to ensure continuity and reliability of the process. The reviewer specifically looks for procedural safeguards related to discipline,

functional behavior assessments, positive behavioral supports, and intervention planning, as well as determines if the district is accessing the Arkansas Behavioral Intervention Consultants (BICs). If any questions arise, the reviewer contacts the district for clarification and requests a resubmission if necessary. If a district fails to comply with any requests made by the reviewer, the Associate Director of Special Education is notified for further action.

In addition to the self-assessment, Arkansas has a long-standing practice of requiring districts to address any significant discrepancy in discipline in their Arkansas Comprehensive School Improvement Plan (ACSIP). The M/PE section staff and education consultants work with the identified districts to assist in conducting root cause analysis relative to the discipline data at the building and classroom level. The M/PE section staff along with an education consultant reviews and approves all final ACSIP submissions to ensure compliance with State discipline policy, procedures and practices. Any district initially submitting an ACSIP that does not meet discipline policy, procedures, and practices requirements must revise its ACSIP accordingly before receiving approval of the ACSIP. Once the review is completed, the Associate Director of Special Education sends a letter informing the district superintendent and special education administrator of the district's compliance or non-compliance with the requirements.

Targeted Activities:
Targeted activities for Indicator 4 are aligned with the State Personnel Development Grant (SPDG), Behavior Intervention Consultants (BICs), and AR-LEARN.

ADE Initiatives:
The Arkansas SPDG: The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is centrally involved in numerous ADE initiatives. SPDG staff have worked with the ADE Professional Development Office/Smart Accountability Initiative to provide a series of professional development/trainings on school leadership, strategic planning, and organizational development, RtI/Closing the Achievement Gap (CTAG—the state's RtI process), and school-level committee and grade-level roles and responsibilities. This series involved two two-day in-services for ADE personnel and statewide members of the Smart Accountability State Support Teams. It also involved two separate regional trainings in five regions of the state involving School Leadership Teams (SLTs) from schools across the state that are in Smart Accountability *School Improvement* status (Years 3 through 5). The SPDG-supported products and practices, such as the Literacy Matrix, RIDE Reading Intervention Bank, and PBSS will be used as part of the support system for these schools. Schools in Years 3-6 of School Improvement will be encouraged to use SIM Content Enhancement Routines as a core academic intervention.

PBSS/Social Skills: The PBSS/Social Skills and Home-Based Literacy parent training modules were developed, field-tested, and used in training during Years 3 through 5 of the first Arkansas SPDG. In December, 2009 an e-mail was sent by the ADE-SEU Associate Director, and followed up by SPDG staff, to Special Education LEA Supervisors in the state asking them for nominations of Parent Mentors for implementation of the new SPDG goals related to home based literacy and PBSS/social skills. As a result of this, 164 potential Parent Mentors from 39 districts have been identified statewide.

In addition, to support PBSS/Social Skills and Home-Based Literacy, a CD was burned which

contained the following: (a) the *Partners in Literacy* and *The Stop and Think Parenting* PowerPoint presentations with accompanying scripts and handouts; (b) pdf files of the SIG's Literacy Brochures for Parents at three age/grade levels; and (c) five sample preschool to Grade 1 social skills songs from *The Stop and Think Songbook for Early Childhood*. Over 750 copies of this CD were distributed to attendees at the Arkansas Parenting Education Network (APEN) conference in November 2009 in Hot Springs. Attendees included school district parent facilitators, school administrators, parents and other professionals involved in parent service issues. Instructions on the use of the materials on the CD were provided in an accompanying letter. A presentation was also made at this conference in collaboration with the ADE regarding the SPDG Parent Mentor training initiative.

PBSS Certification: Over the next five years through SPDG efforts, there will be 30 PBSS professional developers certified to support the use of scientifically-based positive behavioral support and behavioral intervention strategies in schools involved in Smart Accountability and/or ADE-SEU intervention.

During the first Arkansas SPDG there were 35 PBSS facilitators. These facilitators were surveyed during the 2009-10 school year to determine what they would need to become involved in the PBSS certification process. The results suggested that Facilitators would need administrative support and release time from their home districts in order to become involved in this initiative, that the involvement of the district in a PBSS effort would facilitate their involvement, and that three different areas of focus for the Facilitators would be useful: (a) Classroom Management for Teachers; (b) School-wide Positive Behavioral Support System implementation; and (c) Strategic and Intensive Behavioral Intervention training and implementation.

Through the ADE Director of Professional Development, a substantial sum of funds were written into the state's *Race to the Top* application to the U.S. Department of Education to pay for at least two PBSS staff at each of the 15 ESCs.

SPDG Professional Development: The Arkansas SPDG staff held 14 professional development trainings for LEA and Education Service Cooperative (ESC) staff related to PBSS and behavior. There were 426 participants across the 14 professional development opportunities.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT referred 268 service requests to the Behavior Intervention Consultants (BICs) in the 2010 school year. This is an increase of 25 requests from 2009. These consultants are part of the regional cadre of special education consultants as explained on the CIRCUIT web page http://arksped.k12.ar.us/sections/circuit.html). Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. CIRCUIT provides school personnel and parents with an easy access process to obtain support for students with disabilities with behavior problems that could lead to disciplinary action.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and

administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops address six of APR indicators.

Disobedient, Disruptive, Defiant, and Disturbed Students: This workshop focuses on interventions that schools should implement to assist challenging students who are behaviorally unsuccessful in schools. Prevention, strategic intervention and intense or crisis management levels are discussed and case examples are provided as appropriate. Information is provided concerning problem situations where the intervention is most used, functional assessment outcomes that link to make this intervention relevant, age levels where the intervention is most successful and the severity level of the student and/or problem. There were 16 participants that included special education teachers, assistant principals, alternative learning environment teachers, and due process designees.

Help Me Get Social: Help Me "Get Social" is an overview of a Michelle Garcia Winner program, Social Thinking Approach to Support Students with Autism Spectrum Disorders to Develop Social Skills. The workshop deals with concepts including social thinking vocabulary, three levels of perspective taking, clues on grouping, core social thinking requirements, and teaming. The workshop was offered in two regions of the state and had 80 participants which included parents, speech language pathologists, paraprofessionals, and LEA administrators.

Just Do the Right Thing in the Classroom (JDRT): JDRT is an innovative cognitive and behavioral program for grades K-12. JDRT uses ten core principles that are presented to students in question/ answer format. Teachers learn to build character in the student and facilitate behavior management. This workshop is designed to create "success in the moment." The workshop had 24 participants including general and special education teachers, counselors, library specialists, school psychologists, life skills teachers, and higher education faculty.

Picture Exchange Communication System (PECS) Basic: The PECS Basic training is a language training package that is used to teach communication skills rapidly to those with limited functional speech. Participants learn how to implement the six phases of PECS, including attributes, through presenter demonstrations, video examples and role-play opportunities. The 37 participants included special and general education teachers, speech language pathologists, and early childhood behavior consultants, who learned how to implement PECS with individuals with autism, related developmental disabilities, and/or limited communication skills.

Picture Exchange Communication System (PECS) Advanced: The PECS Advanced training is a two-day advanced picture exchange communication system (PECS) training package that teaches communication skills rapidly to those with limited functional speech. It promotes communication within a social context. The training focuses on a thorough review of how to implement PECS, such as implementation problems, discrimination difficulties and cutting edge problem solving strategies. The 34 participants learned strategies for incorporating PECS across an entire day within functional contexts with expectations for the student to use language beyond single picture requests. Participants included speech language pathologists, paraprofessionals, special education teachers, administrators, and related services providers.

Pivotal Response Training: PRT is a family-centered approach that may be implemented throughout the day and across natural environments such as in the home, at school or in the community. In this workshop the 128 participants learned how to improve the pivotal response of motivation to produce generalized improvements in language and social skills and reductions in disruptive behaviors. Participants included parents, special and general education teachers (early childhood and school age), LEA administrators (early childhood and school age), behavior interventionists (early childhood and school age), school psychologists and speech language pathologists.

The Power of Peers: The workshop addressed four basic questions regarding peer-mediated social skills intervention: (1) What are the key skills to teach; (2) How to teach typical children the intervention skills; (3) How to embed social skill opportunities through the classroom day; and (4) Outcomes from children that have participated in this intervention package. Participants learned to select specific curriculum targets and employ strategies to foster peer social skills. Assessment of peer social outcomes was discussed along with modification of teaching accordingly. Early childhood and school age behavior interventionists, general and special educations teachers, psychological examiners, LEA and special education administrators, paraprofessionals, speech language pathologists, and parent liaisons comprised the 73 participants.

Signs and Symptoms of Abuse in School Children: Two workshops were held across the State with 104 participants representing early childhood and school age general and special education teachers and related services providers, counselors, behavior interventionists, nurses, school-based mental health providers, and LEA administrators. The workshops included the following topics: (1) Definitions of Abuse and Neglect; (2) Categories of Abuse-Physical, Emotional, Sexual; (3) Obligations as Mandatory Reporters; (4)What to Look for-Overt/ Covert Behaviors-Who to Talk to If Abuse is Suspected and Why Children Don't Tell; (5) How Symptoms of Abuse can Mirror Behavior Seen in Disabilities including ADD, ADHD, ODD, OCD and Social Aspects of Autism; and (6) Team Collaboration in Defining Behavioral Strategies for Children Struggling with Trauma and Abuse Issues.

Understanding Power Struggles in the Classroom/Addressing Aggression in the Classroom: Part one of the training covered typical disruptive behaviors. These behaviors if not stopped can lead to serious problems in the classroom. The discussion provided information about classroom power struggles and what leads to them. Part two involved analyzing and intervening with aggression, which highlighted practical research-based strategies for aggression in schools. Case studies were used to explore interventions that work with different profiles of verbal and physical aggression. The workshop was attended by 57 general and special education teachers, school psychologists, LEA administrators, school-based mental health therapists, parent liaisons and a youth home risk manager.

Using the VB-MAPP to Guide an Intervention Program for Children with Autism: Verbal Behavior Milestones Assessment & Placement Program (VB MAPP). Based on the branch of psychology known as Behavior Analysis, VB MAPP provided the 55 participants with a sound evidence-based assessment and intervention method. The workshop trained the participants on how to use the assessment results to set up and conduct daily language and social skills intervention programs. Participants included behavior specialists (early childhood and school

	age), general and special education teachers (early childhood and school age), psychological examiners, school psychology specialists, and speech language pathologists. Advances Learning Center: Advances Learning Center based in Watertown, MA, offers social skills groups and uses the advances social skills curriculum, an ABA model. The program offers social skill groups for children which meet for two hours a week for two 16-week sessions during the school year and for an 8-week summer session. Participants attending the training developed the following skills to implement the program locally: How to assess student's social skills; How to group students in to groups; How to select programs for students; and How to collect data during groups. A total of 28 teachers and two school psychologists participated in the training.
FFY 2010	A. 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: 6.23%. B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100: 0%
FFY 2011	A. 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: 6.23%. B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100: 0%
FFY 2012	A. 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: 6.23%. B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100: 0%

Improvement Activities/Timelines/Resources

FFY 2005   In 2005-06, 15 school districts triggered having a significant discrepancy for the 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-SEU 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-SEU 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. Additionally, SIG activities will focus on building parent involvement through home-based literacy and positive behavioral supports.

FFY 2006   The ADE-SEU 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.

The IDEA Data & Research Office in conjunction with M/PE section will expand the Focused Monitoring Profiles to include weighted risk ratios for all racial/ethnic groups.

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

Training modules will be developed through the SIG for parents of children with IEPs. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the areas of literacy and positive behavioral practices.

The SEU will participate in the ADE Closing the Achievement Gap (CTAG) initiative which is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design.

FFY 2007   The ADE-SEU will continue to use discipline indicators as part of the monitoring system, providing technical assistance and oversight to districts that trigger. The ADE-SEU will continue to work with the SBMH Network.

In an effort to provide a broader array of program options for children with hearing impairment or deafness, the SEU in conjunction with the National Association of State Directors of Special Education (NASDSE) will provide a training/planning workshop for stakeholders on the establishment of regionalized educational services.

SIG activities addressing positive behavior supports will continue to focus on reducing the number of discipline referrals. Additionally, SIG activities will continue the work of building parent involvement through home-based literacy and positive behavioral support. Training modules developed through the SIG for parents of children with IEPs will be implemented by SIG parent mentors during the 2007-08 school year.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

The SEU staff continues to participate as members of the ADE Closing the Achievement Gap Initiative in an effort to ensure all Arkansas students access the general education curriculum.
The SEU will continue to use the Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT) to receive request from parents, guardians, caregivers, school personnel, or any other concerned party. CIRCUIT provides school personnel and parents with an easy access process to obtain support for students with disabilities with behavior problems that could lead to disciplinary action.

FFY 2008   Targeted activities for this indicator are aligned with the State Personnel Development Grant, Behavior Intervention Consultants, and AR-LEARN.

ADE Initiatives: The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is centrally involved in numerous ADE initiatives. The Closing the Achievement Gap (CTAG) initiative, Arkansas' Response to Intervention (RTI) model, involves a partnership crossing all units of the ADE. CTAG is broadly formulated on an infrastructure aligned with a problem solving, decision-making model and Response to Intervention design. Initiated in 2006-2007, the continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations. Arkansas SPDG personnel are also centrally involved on the ADE Leadership Team for the Differentiated Accountability Pilot for School Improvement. Beginning in 2009-2010, SPDG staff will participate on the Smart Accountability Support Teams for schools not meeting AYP through Arkansas' Smart Accountability framework. The SPDG-supported products and practices, such as the Literacy Matrix, RIDE Reading Intervention Bank, and PBSS will be used as part of the support system for these schools. Schools in Years 3-6 of School Improvement will be encouraged to use SIM Content Enhancement Routines as a core academic intervention in their schools beginning in Fall 2009.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT refers applicable service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants as explained on the CIRCUIT web page

http://arksped.k12.ar.us/sections/circuit.html). Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. CIRCUIT provides school personnel and parents with an easy access process to obtain support for students with disabilities with behavior problems that could lead to disciplinary action.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2008-09 school year include:

- "Suspension/Expulsion of Students with Disabilities: The Legal Do's and Don'ts and Conducting Solid Manifestation Hearings." Presented by Jose Martin
- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans
- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 2009   The ADE-SEU will continue to use discipline indicators as part of the monitoring system, providing technical assistance and oversight to districts that trigger. The ADE-SEU will continue to work with the School-Based Mental Health (SBMH) Network; however, due to funding constraints, grants have been reduced and no new districts have been added to the network.

Activities to be undertaken by the Arkansas SPDG are:
- The Arkansas SPDG will maintain a collaborative relationship with the broader ADE, and the SPDG staff will continue to be centrally involved in numerous ADE initiatives.
- The ADE-SEU Associate Director with follow up by SPDG staff will send an e-mail to Special Education LEA Supervisors in the state for nominations of Parent Mentors for implementation of the new SPDG goals related to home based literacy and PBSS/social skills.
- To support PBSS/Social Skills and Home-Based Literacy, a CD will be produced containing: (a) the *Partners in Literacy* and *The Stop and Think Parenting* PowerPoint presentations with accompanying scripts and handouts; (b) pdf files of the SIG's Literacy Brochures for Parents at three age/grade levels; and (c) five sample preschool to Grade 1 social skills songs from *The Stop and Think Songbook for Early Childhood*.
- PBSS Certification: Over the next five years through SPDG efforts, there will be 30 PBSS professional developers certified to support the use of scientifically-based positive behavioral support and behavioral intervention strategies in schools involved in Smart Accountability and/or ADE-SEU intervention.
- SPDG Professional Development: The Arkansas SPDG staff will hold professional development trainings for LEA and Education Service Cooperative (ESC) staff related to PBSS and behavior.

The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2009-10 school year include:

- Disobedient, Disruptive, Defiant, and Disturbed Students
- Help Me Get Social
- Just Do the Right Thing in the Classroom (JDRT)
- Picture Exchange Communication System (PECS) Basic
- Picture Exchange Communication System (PECS) Advanced
- Pivotal Response Training
- The Power of Peers
- Signs and Symptoms of Abuse in School Children
- Understanding Power Struggles in the Classroom/Addressing Aggression in the Classroom
- Using the VB-MAPP to Guide an Intervention Program for Children with Autism

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT refers applicable service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants.

FFY 2010   The ADE-SEU will continue to use discipline indicators as part of the monitoring system, providing technical assistance and oversight to districts that trigger.

The ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT refers applicable service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of discipline.

FFY 2011   The ADE-SEU will continue to use discipline indicators as part of the monitoring system, providing technical assistance and oversight to districts that trigger.

The ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT refers applicable service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of discipline.

FFY 2012   The ADE-SEU will continue to use discipline indicators as part of the monitoring system, providing technical assistance and oversight to districts that trigger.

The ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): CIRCUIT refers applicable service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of discipline.

Monitoring Priority: FAPE in the LRE

Indicator 05: School Age LRE

Percent of Children with IEPs aged 6 through 21:

    A. Inside the regular class 80% or more of the day;

    B. Inside the regular class less than 40% of the day; and

    C. In separate schools, residential facilities, or homebound/hospital placements.
        (20 U.S.C. 1416(a)(3)(A))

Measurement

    A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

    B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

    C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # 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 FFY 2013. 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 with IEPs 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 children with IEPs in school districts who receive special education services on the LRE continuum.

Arkansas monitors for irregularities in LRE via the child count data and on-site folder reviews. To assist the Monitoring and Program Effectiveness section of the Special Education Unit, the monitoring staff is provided full access to the most recent data sets through a secure login on the MySped Resource website. Additionally, the IDEA Data & Research Office generates monitoring Profiles for each Arkansas school district. The monitoring profiles are part of a continuous improvement system designed to identify school districts in significant need of special education improvement. One aspect of LRE was chosen as an area of emphasis (children with IEPs served inside the regular class 80% or more of the day) with triggers developed and applied to identify districts with significant discrepancies compared to other Arkansas school districts.

The benchmark for Least Restrictive Environment (LRE) is the 3-year Arkansas average (2001/2002, 2002/2003, and 2003/2004) of the proportion of students receiving special education in the regular classroom at least 80% of the school day minus those students in private residential facilities. The 3-year average value for Arkansas LRE is 42.05%, with a standard deviation of 12.29%. Thus, the trigger value for LRE is 29.76%. Hence, any district that has less than 29.76% of its special education students in the regular classroom at least 80% of the school day will be identified for Monitoring on LRE.

Each district that triggers on the 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.

Further, the monitoring profiles include an examination of increased likelihood of racial disparity in LRE among special education students of a particular race as compared to all other races in special education using a risk ratio calculation. If a risk ratio is less than 0.50 the value is highlighted in blue to indicate a possible area of concern.

Other LRE settings are examined using risk ratios as part of the coordinated early intervening services (CEIS) profiles. Information about the use of LRE data for CEIS can be found at http://arksped.k12.ar.us/documents/data_n_research/2009_10%20Significant%20Disproportionality_CEIS.pdf.

Baseline Data for FFY 2004

    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) x 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) x 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

Report Year	Measurable and Rigorous Target
FFY 2004	The percentage of children receiving special education services in the regular class 80% or more of the day is 44.39%; which is consistent with previous years. The number of children 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%. 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.
FFY 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: 46.33%. 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%. 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%.
FFY 2006	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: 48.91%. 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%. 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%.
FFY 2007	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%. 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%. 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%.
FFY 2008	A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. 54.29%. B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. 12.52%. C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. 2.57%.
FFY 2009	A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 56.93%. B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 12.51%. C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or

	homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 2.56%.
FFY 2010	A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 59.77%.
	B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 12.51%.
	C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 2.56%.
FFY 2011	A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 59.77%.
	B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 12.51%.
	C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 2.56%.
FFY 2012	A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 59.77%.
	B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 12.51%.
	C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 2.56%.

Improvement Activities/Timelines/Resources
FFY 2005   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 children with IEPs in general education settings

- Ongoing professional development that ensures general classroom teachers have 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 use of 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 a more restrictive environment to a lesser restrictive environment.)

FFY 2006   The ADE-SEU 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. Through the SEU partnership with the ADE K-12 Literacy Unit, SIG activities will incorporate a more targeted focus on adolescent literacy by providing professional development and follow-up to secondary educators (general and special education) in the Strategic Instruction Model (SIM), with an ultimate goal of all students successfully accessing the general education curriculum.

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 children with IEPs, 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 the 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.
The SEU will participate in the ADE's Closing the Achievement Gap (CTAG) initiative which is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design.

FFY 2007   The ADE-SEU will continue to use LRE indicators as part of the monitoring system, as well as provide technical assistance and oversee noncompliance for 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 Arkansas Co-Teaching Project which has provided professional development to 189 schools over the past five years.

Arkansas will continue with the SIM project in partnership with the University of Kansas Center for Research on Learning to prepare pre-service teachers to meet the needs of children with IEPs.

The Arkansas State Improvement Grant (SIG) will continue tracking the LRE of students in schools participating in Goal 1 Literacy activities. An activity of the SIG is to support Goal 1 schools in their efforts to transition children with IEPs from a more restrictive environment to a lesser restrictive environment.

Through the SEU partnership with the ADE K-12 Literacy Unit, SIG activities will incorporate a more targeted focus on adolescent literacy by providing professional development and follow-up to secondary educators (general and special education) in the Strategic Instruction Model (SIM), with an ultimate goal of all students accessing the general education curriculum. In particular, SIM Content Enhancement Routines involve planning instruction and teaching content to a diverse group of students in the general education classroom, meeting both group and individual needs. Providing teachers with the research based tools needed to ensure all students receive explicit instruction in what is most critical in the various content areas should have a positive impact on Arkansas' effort to improve LRE for students with disabilities.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

The SEU staff continues to participate as members of the ADE Closing the Achievement Gap Initiative in an effort to ensure all Arkansas students access the general curriculum.

FFY 2008   Targeted activities for this indicator include Statewide Initiatives, Co-Teaching, SPDG, and AR-LEARN:

System of Care for Behavioral Health: To address the growing population being served in residential drug, alcohol and psychiatric treatment facilities, the Arkansas General Assembly, in the Regular Session of 2007, passed Act 1593 that created The Children's Behavioral Health Care Commission. The Act seeks to "establish the principles of a System of Care for behavioral health care services for children and youth as the public policy of the state." There is a critical need to provide greater access to community-based services, including school-based mental health services (SBMH), as an alternative to over dependence upon residential and institutional care. The Department of Education Associate Director for Special Education, as well as the Director of the Medicaid in the Schools and SBMH coordinator, serve as liaisons to this

Commission, as well as participate in various stakeholder committees addressing specific areas of need and providing recommendations to the Commission relative to policy development, agency roles and funding. It is anticipated that action on some of these recommendations will be taken in the next legislative session to begin in January 2011.

Juvenile System: The ADE-SEU Associate Director and others on the staff serve on a Department of Human Services, Division of Youth Services Task Force addressing reform in the juvenile system. This, too, should impact favorably in the future on the number of youth placed in county detention and youth services offender programs in residential facilities. The goal is to overhaul the juvenile system, including enacting any necessary legislation to support this effort to develop more community based alternatives such as diversion programs.

Monitoring: LRE is a State monitoring indicator. As part of the monitoring system, the Monitoring and Program Effectiveness (M/PE) Section provides technical assistance and oversight to district's that trigger. Districts that trigger are required to include an action plan in their Arkansas Consolidated School Improvement Plan (ACSIP). The M/PE Section reviews each ACSIP and works with districts to develop local strategies for addressing placement decisions within the context of overall school improvement, provider qualifications, and academic performance. These strategies include:

- Pre-service training for all teachers that emphasizes educating students with disabilities in general education settings. Strategic Instructional Model (SIM) training provided through a grant from the Arkansas Governor's Developmental Disabilities Council (DDC)
- Ongoing professional development that ensures general classroom teachers have the skills and knowledge to work with students with a range of disabilities
- Implementation of Co-Teaching
- 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's excessive use of restrictive placements.

Co-Teaching: Professional development on Arkansas' co-teaching model will continue to expand as the use of co-teaching increases in the state.

ADE Initiatives: The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is centrally involved in numerous ADE initiatives. The Closing the Achievement Gap (CTAG) initiative, Arkansas' Response to Intervention (RTI) model, involves a partnership crossing all units of the ADE. CTAG is broadly formulated on an infrastructure aligned with a problem solving, decision-making model and Response to Intervention design. Initiated in 2006-2007, the continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations. Arkansas SPDG personnel are also centrally involved on the ADE Leadership Team for the Differentiated Accountability Pilot for School Improvement. Beginning in 2009-2010, SPDG staff will participate on the Smart Accountability Support Teams for schools not meeting AYP through Arkansas' Smart Accountability framework. The SPDG-supported products and practices, such as the Literacy Matrix, RIDE Reading Intervention Bank, and PBSS will be used as part of the support system for these schools. Schools in Years 3-6 of School Improvement will be encouraged to use SIM Content Enhancement Routines as a core academic intervention in their schools beginning in fall of 2009.

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention Project, a collaborative effort of the SPDG, ADE, and the University of Central Arkansas' Mashburn Center for Learning, will continue its focus on adolescent literacy by providing professional development and follow up to secondary educators (general and special education) in the Strategic Instruction Model (SIM). During the 2008-09 school year, the Arkansas Adolescent Literacy Intervention Project will expand to include seven middle and high schools with teachers participating in Strategic Instruction Model (SIM). Nine SIM Apprentice Professional Developers will complete the SIM Potential Professional Developer Institute and become fully certified SIM Professional Developers by the end of 2008-09. This will dramatically increase Arkansas' capacity to offer SIM professional development across the state to general and special educators enabling them to better support Arkansas' struggling adolescent learners.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. AR-LEARN workshops planned for the 2008-09 school year include:
- "Suspension/Expulsion of Students with Disabilities: The Legal Do's and Don'ts and Conducting Solid Manifestation Hearings." Presented by Jose Martin
- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans
- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

FFY 2009   The ADE-SEU will continue to use LRE indicators as part of the 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.

System of Care for Behavioral Health: The ADE-SEU Associate Director, as well as the Director of the Medicaid in the Schools and SBMH coordinator, will serve as liaisons to this Commission, as well as participate in various stakeholder committees addressing specific areas of need and providing recommendations to the Commission relative to policy development, agency roles and funding. It is anticipated that action on some of these recommendations will be taken in the next legislative session to begin in January 2011.

The Arkansas SPDG: The Arkansas SPDG will maintain a collaborative relationship with the broader ADE, and the SPDG staff is centrally involved in numerous ADE initiatives.
- SPDG staff will work with the ADE Professional Development Office/Smart Accountability Initiative to provide a series of professional development/trainings on school leadership, strategic planning, and organizational development, RtI/Closing the Achievement Gap (CTAG—the state's RtI process), and school-level committee and grade-level roles and responsibilities.

- Co-Teaching: The use of co-teaching in Arkansas will continue to expand yearly through the SPDG and the Co-Teaching Project.
- Arkansas Adolescent Literacy Intervention Project

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. Planned training includes:

- Help Me Get Social: AR-LEARN will host the training Help Me "Get Social", an overview of a Michelle Garcia Winner program, Social Thinking Approach to Support Students with Autism Spectrum Disorders to Develop Social Skills.

FFY 2010   The ADE-SEU will continue to use LRE indicators as part of the 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.

System of Care for Behavioral Health: The ADE-SEU Associate Director, as well as the Director of the Medicaid in the Schools and SBMH coordinator, will serve as liaisons to this Commission, as well as participate in various stakeholder committees addressing specific areas of need and providing recommendations to the Commission relative to policy development, agency roles and funding.

ADE will continue to focus on improving student achievement building upon efforts associated with SPDG activities.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of LRE.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

FFY 2011   The ADE-SEU will continue to use LRE indicators as part of the 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.

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The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

FFY 2012   The ADE-SEU will continue to use LRE indicators as part of the 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.

System of Care for Behavioral Health: The ADE-SEU Associate Director, as well as the Director of the Medicaid in the Schools and SBMH coordinator, will serve as liaisons to this Commission, as well as participate in various stakeholder committees addressing specific areas of need and providing recommendations to the Commission relative to policy development, agency roles and funding.

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The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Monitoring Priority: FAPE in the LRE

Indicator 06: Preschool LRE
Percent of children aged 3 through 5 with IEPs attending a:
  A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
  B. Separate special education class, separate school or residential facility. (20 U.S.C. 1416(a)(3)(A))

Measurement
  A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
  B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 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 ADE-SEU works collaboratively with other State agencies and organizations, through memoranda of understanding (MOU), to ensure that children receiving early childhood special education are being served in the most inclusive educational environment. There is ongoing coordination with DHS Division of Developmental Disabilities Services with regard to identification of and services to children 3-5 years of age. The SEU, the Arkansas Department of Human Services Division of Child Care and Early Childhood Education, and the Head Start Collaboration Office will coordinate with the Child Care Law Center National Inclusion Project to bring to the state information about the legal frameworks of the ADA and IDEA as they pertain to child care and early childhood education.

Systems collaboration is ongoing with agencies on the following initiatives:
  • Arkansas Early Childhood Comprehensive Systems Initiative (Early Care and Education; Social/Emotional Needs of Young Children; Medical Home; Family Support and Parent Education)
  • Assuring Better Child Health Development (ABCD)
  • Arkansas Better Chance for School Success State Rules and Regulations insuring specific guidelines concerning children with special needs

The Monitoring/Program Effectiveness Section of the Special Education Unit reviews early childhood LRE data via the program profile to ascertain an EC program's 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

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. Preschool 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% was 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

Report Year	Measurable and Rigorous Target
FFY 2004	In 2004-05, early Childhood educational settings were static in the percentage of preschool children with IEPs 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. 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 ADE-SEU to 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-SEU continues to work closely with DDS to insure these children served in separate school facilities are appropriately placed.
FFY 2005	Percent = number of preschool 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%.
FFY 2006	Percent = number of preschool 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%.
FFY 2007	Percent = number of preschool 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%.
FFY 2008	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is %

	B. Separate special education class, separate school or residential facility is % This indicator is not being reported at this time.
FFY 2009	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is % B. Separate special education class, separate school or residential facility is % This indicator is not being reported at this time.
FFY 2010	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is % B. Separate special education class, separate school or residential facility is % This will be a baseline year.
FFY 2011	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is % B. Separate special education class, separate school or residential facility is % Targets are to be set in FY2010
FFY 2012	Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is % B. Separate special education class, separate school or residential facility is % Targets are to be set in FY2010

Improvement Activities/Timelines/Resources

FFY 2005   In 2005-06, the ADE-SEU 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 preschool children with IEPs, ages 3 to 5, with a free appropriate public education in the least restrictive environment and that, to the maximum extent appropriate, preschool children with IEPs are educated with children who are nondisabled and that special classes, separate schooling, or other removal of preschool children with IEPs 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 preschool children with IEPs within the ABC 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   The ADE-SEU and DDS will continue to refine the agency coordination processes outlined in the 2005-06 MOU. The ADE-SEU 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-SEU 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 with IEPs 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.

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-SEU 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-SEU 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   Indicator Six is currently not being reported; however, the ADE-SEU continues to provide training around early childhood LRE. The early childhood LRE baseline data will be revised in 2007-08 to reflect the changes in federal educational environments, subject to final OSEP guidance. This change will result in new targets for this indicator.

Phase II of the Inclusion training, (Phase I took place in 2006-07) will be rolled out to regular child care providers between July and November 2007. Six regional trainings will be provided throughout the state.

The third phase of the Inclusion training will be developed and begin implementation in the spring of 2008. This training will address the roles and responsibilities of the regular early childhood teacher as an IEP team member under IDEA. This training will be ongoing.

EC Outcomes training will be conducted by Arkansas' 619 Coordinator and a local EC Coordinator on the preschool regulations at the Arkansas Special Education Early Childhood Professionals Fall Conference (2007). There will be approximately 200 in attendance.

The ADE-SEU and DDS will implement fully the agency coordination processes outlined in the 2005-06 MOU.

The ADE-SEU 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-SEU will also further refine technology solutions for preschool education programs.

Arkansas will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools.

FFY 2008   SEU activities related to preschool educational environments will include collaborative activities with the Department of Human Services/Division of Developmental Disability Services (DDS) Children Services Section.

The ADE-SEU and DDS will continue to follow the agency coordination processes outlined in the 2005-06 MOU.

General Supervision guidelines will be developed by the Department of Education/Special Education Unit concerning the oversight of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.

Quarterly meetings will be conducted between the two agencies. Participants will include the State 619 Coordinator, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C.

The SEU will conduct seven regional trainings throughout the state on the Procedural Requirements and Program Standards.

The DDTSC programs will be assigned to a three-year monitoring system, utilizing a new monitoring protocol, to begin in the 2009-10 school year. The SEU EC Program Director will assist in the training and participate with the DDS/Children Services Staff on the monitoring of these programs.

Procedural Requirements Training: There will be four regional trainings on procedural requirements with the Early Childhood Cooperative Programs and Districts in August and September of 2008.

The SEU will collaborate with DHS Division of Child Care on an inclusion workshop targeting general education and special education teachers.

The SEU Grants and Data Management (G/DM) section and the Idea Data & Research Office will further refine technology solutions for preschool education programs.

FFY 2009   The ADE-SEU will conduct activities with the Department of Human Services/Division of Developmental Disability Services (DHS-DDS) Children Services Section.

- The ADE-SEU and DHS-DDS will enter into a new and updated Memorandum of Understanding (MOU).
- General Supervision guidelines will be implemented by the ADE-SEU concerning the oversight of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.
- Quarterly meetings will be conducted between the two agencies. These meetings will include the State 619 Coordinator, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DDS staff including Part C staff.
- The DDTSC program three-year monitoring system will be implemented, utilizing a new monitoring protocol, in the 2009-10 school year. The ADE-SEU EC Program Director will assist in the training and participate with the DDS/Children Services staff on the monitoring of these programs.
- The ADE-SEU and DHS-DDS will jointly conduct regional trainings on Part C to Part B Transition throughout the state.

IDEA Data & Research Office will:
- Host the Arkansas Special Education Data Summit in July, 2009
  - The Early Childhood Outcomes Center, the Southeast Regional Resource Center, and the Data Accountability Center will be contracted to present at the Summit.
- Provide training to early childhood programs related to educational environments.
- Work with the ADE-SEU Grants and Data Management (G/DM) section to further refine and update technology solutions for preschool education programs.

FFY 2010   The ADE-SEU and DHS-DDS will follow the agency coordination processes outlined in the 9-10 MOU. The ADE-SEU 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-SEU will also continue to refine technology solutions for preschool education programs.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

FFY 2011   The ADE-SEU and DHS-DDS will follow the agency coordination processes outlined in the 9-10 MOU. The ADE-SEU 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-SEU will also continue to refine technology solutions for preschool education programs.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

FFY 2012   The ADE-SEU and DHS-DDS will follow the agency coordination processes outlined in the 9-10 MOU. The ADE-SEU 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-SEU will also continue to refine technology solutions for preschool education programs.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Monitoring Priority: FAPE in the LRE

Indicator 07: Preschool Outcomes
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
    A. Positive social-emotional skills (including social relationships);
    B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
    C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

Measurement

Outcomes:
    A. Positive social-emotional skills (including social relationships);
    B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
    C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:
    a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
    e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process

In Arkansas, the majority of the 10,007 preschool children with IEPs 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 preschool children with IEPs. 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 activities; and a developmental rating scale. Arkansas requires preschool programs, including early childhood special education programs, to utilize a comprehensive curriculum. 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™)), 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 has not selected a single assessment for early childhood programs to use. Programs can use any norm referenced or criterion referenced assessment aligned to the Arkansas Infant Toddler and Early Childhood Frameworks; further, all programs are required to use the ECO Child Outcome Summary Form (COSF) as directed in Commissioner's Memo LS-07-042 (http://arkedu.state.ar.us/commemos/). The Commissioner's Memo outlined the following instructions regarding Indicator 07.

1. All Part B Early Childhood agencies will use the Child Outcomes Summary Form (COSF) to develop and assign child-specific Outcomes ratings. The COSF and instructions can be downloaded from the Special Education website at http://arksped.k12.ar.us by clicking on the Direct Services for Students and Families link on the navigation panel on the left. From the Direct Services Support page, access the Early Childhood link. The COSF posted at this link is available in an editable format for ease of use by Arkansas Part B Early Childhood agencies.
2. Part B Early Childhood agencies will use the process learned at the August 17, 2006, Early Childhood Outcomes (ECO) Center training to determine child-specific Outcomes, to include the formation of an appropriate team and the utilization of appropriate assessments and other data.
3. The entry Outcomes ratings must be developed and assigned within thirty (30) days of entry into the program. The exit Outcomes ratings must be developed and assigned within thirty (30) days of exit (as long as the duration of preschool services was for six [6] months or more). For preschool children entering a Part B program, the ADE-SEU recommends that data derived from full and individual initial evaluations be used whenever possible to establish child-specific entry ratings scores.

4. For federal reporting purposes, COSF consensus ratings must be developed and submitted by Part B Early Childhood agencies for any preschool children with IEPs who enters or exits (as long as the duration of preschool services was for six [6] months or more). In addition, as provided for in the State Performance Plan, the ADE-SEU will collect and evaluate Outcomes data from all Part B Early Childhood agencies on at least an annual basis. Part B Early Childhood agencies, therefore, should prepare to implement the COSF consensus ratings process for each child at appropriate intervals throughout the school year.

5. COSF consensus ratings scores for each child and each Outcomes indicator must be reported through the Arkansas Public School Computer Network (APSCN) Early Childhood module. Part B Early Childhood agencies are encouraged to also record child-specific scores in the local automated systems.

6. When a Part C agency has used the COSF to assign an exit rating to a child, the Part B Early Childhood agency may use this as an entry score unless there is consensus evidence that the rating and score are not valid.

7. Each Part B Early Childhood agency must develop a strategy for including parents in the determination of Outcomes scores.

The COSF data are submitted to the State in June each year via the Arkansas Public School Computer Network (APSCN) or MySped Resource DDS Application. The data collected includes:

- entry assessment date and COSF score for each outcome;
- exit assessment date and COSF score for each outcome along with a "Y" or "N" indication of improvement; and
- exit date from special education services with an exit code of NS – No longer requires services or KE – Kindergarten Eligible.

Dates are cross referenced to ensure that a child has received at least six months of services before being included in the progress data set for the indicator. The Arkansas IDEA Data & Research Office at the University of Arkansas in Little Rock will then undertake analysis of the data to meet federal reporting requirements.

ADE-SEU will continue to work with Computer Automation Systems, Inc. to incorporate EC Outcomes into the web-based SEAS™ application to ensure continuity of scoring and comparability across the State. In addition the electronic 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 education; decrease the delay time in forwarding IFSP and IEP to a receiving program, and create a complete service history.

Baseline Data:

The following are initial progress data; however States are not required to report actual baseline and targets until February 2010.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	46	2.79%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	122	7.41%

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	**415**	**25.20%**
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	**515**	**31.27%**
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	**549**	**33.33%**
Total	**N= 1,647**	**100%**

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
a. Percent of preschool children who did not improve functioning	**46**	**2.79%**
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**128**	**7.77%**
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	**536**	**32.54%**
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	**592**	**35.94%**
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	**344**	**20.89%**
Total	**N= 1,646**	**100%**

C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of preschool children who did not improve functioning	**30**	**1.82%**
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**72**	**4.37%**
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	**291**	**17.67%**
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	**520**	**31.57%**
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	**730**	**44.32%**
Total	**N= 1,643**	**100%**

Discussion of Baseline Data

Report Year	**Measurable and Rigorous Target**
FFY 2004	Not applicable
FFY 2005	Initial entry baseline data for this indicator was collected statewide through the Special Education MySped Resource website. The IDEA Data & 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.

A total of 4,789 children with IEPs were reported with baseline entry data
- 48.1% of preschool children with IEPs were reported as being at age level upon entry for the early childhood outcome "positive social-emotional skills (including social relationships)";
- 30.4% of children with IEPs 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)";
- 50.1% of children with IEPs were reported as being at age level upon entry for the early childhood outcome "use of appropriate behaviors to meet their needs."

On October 1, 2004, the ADE-SEU 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.

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.

GSEG Early Childhood Outcomes Pilot Study
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-SEU respectively. As part of the grant, Arkansas conducted a pilot study using 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 & 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 which point did the communication between administrators and evaluators fail? How can this communication be improved for future assessments?

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.

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.
FFY 2006	The data collection is based on a census of all children with IEPs who had both entry and exit COSF scores, left early childhood special education because they no longer required services or were kindergarten eligible, and received at least six months of services. A total of 1,647 children met the criteria. The total "N" for each outcome area is slightly different due to programs not submitting information on all outcomes for each child at exit. Data were analyzed for inconsistencies and EC programs were contacted if questions arose or data corrections needed to be addressed. In addition, M/PE Section has incorporated a review of COSF protocols into the monitoring process to assist in the validation and reliability of data across programs. Monitoring of EC programs in 2006-07 found that programs are embracing the outcomes with many assessing them every year, not only at entry and exit, to assist in developing the IEP for the next year.

Analyses of the initial progress data collected during the 2006-07 school year revealed that the majority of children with IEPs are functioning at a level nearer, reaching, or maintaining to those of same-age peers across all outcome areas. The greatest amount of improvement was seen in "Acquisition and Use of Knowledge and Skills" with almost 36% of children with IEPs reaching functional levels comparable to same age peers and an additional 32.5% of children with IEPs moving to a level nearer to same age peers. This is an important gain, for this particular outcome had the least number of children with IEPs already functioning at a level comparable to same age peers.

In 2006-07, the data collection was added to the APSCN Special Education Module as part of the Early Childhood sub-Module for education co-ops and districts. A new web-based application was created for the 3-5 program operated under an interagency agreement with the Department of Human Services Division of Developmental Disabilities Services (DDS). The DDS application is part of MySped Resource, a secure data collection and review tool on the special education website. The DDS application allows the 3-5 programs to enter data directly to ADE-SEU and track children with IEPs (enrollment/child count information, EC outcomes, and EC exits) as well as referrals which include Part C to B transition.

Mandatory training was held for co-ops and districts submitting COSF data through APSCN as well as for DDS 3-5 programs that are required to submit their data in the DDS application through MySped Resource.

It is anticipated that the number of children with IEPs with both entry and exit COSF scores will increase in 2007-08. This will be the second full year of determining COSF scores at entry and exit, thus increasing the pool of children with more than six-months of services. Many of these children would have received 2 years of services by the end of the 2007-08 school year. |
| **FFY 2007** | In 2007-08, 3,823 children exited early childhood special education with both entry and exit COSF scores and met the Indicator criteria because they no longer required services or were kindergarten eligible, and received at least six months of services. The "N" for B and C is |

100% congruent, and the congruency with A is 98.82%, which does not constitute a significant difference. This difference appears due to programs not submitting information on all outcomes for each child at exit. Data were analyzed for inconsistencies and EC programs were contacted if questions arose or data corrections needed to be addressed.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	78	2.04%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	175	4.58%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	907	23.72%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,383	36.18%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,207	31.57%
Total	N= 3,823	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	72	1.88%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	221	5.78%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,153	30.16%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,595	41.72%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	709	18.55%
Total	N= 3,778	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of preschool children who did not improve functioning	68	1.78%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	124	3.24%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	607	15.88%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,437	37.59%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,514	39.60%
Total	N= 3,778	100%

Summary of Progress Data

Positive social-emotional skills (including social relationships)

There were 3,823 children with entry and exit assessment data, of which 67.75% reached or maintained functioning at a level comparable to same age peers. This is a higher rate than the previous cohort of children. While 23.72% improved functioning nearer to same age peers, 4.58% made personal gains but failed to improve functioning nearer to same age peers. Only 2.04% of children did not improve functioning.

Acquisition and use of knowledge and skills (including early language/communication and early literacy)

There were 3,788 children with entry and exit assessment data, of which 60.27% reached or maintained functioning at a level comparable to same age peers. This is a 3.46 percentage points higher than the previous cohort of children. While 30.16% improved functioning nearer to same age peers, 5.78% made personal gains but failed to improve functioning nearer to same age peers. Only 1.88% of children did not improve functioning.

Use of appropriate behaviors to meet their needs

There were 3,823 children with entry and exit assessment data, of which 77.19% reached or maintained functioning at a level comparable to same age peers, a slight increase from the previous cohort of children. While 15.88% improved functioning nearer to same age peers, 3.24% made personal gains but failed to improve functioning nearer to same age peers. Only 1.78% of children did not improve functioning.

The data reveals that children make their greatest gains in the use of appropriate behaviors to meet their needs followed by positive social-emotional skills (including social relationships) and struggle the most with acquisition and use of knowledge and skills (including early language/communication and early literacy).

Throughout the year the IDEA Data & Research Office held web-based trainings and face-to-face trainings for early childhood programs on data collection, data entry, and reporting.

In accordance with the monitoring cycle, the M/PE staff reviewed child Outcomes and Assessments. Program staff was expected to review their data to identify professional development needs relative to improving child outcomes.

The Arkansas 619 Coordinator and a local EC Coordinator presented at the Arkansas Special Education Early Childhood Professionals Fall Conference. The presentation covered preschool regulations and the process for determining EC outcomes. Over 200 participants were in attendance.

The ADE-SEU launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In

	the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.
FFY 2008	In 2008-09, 4,399 children who received at least six months of services exited early childhood special education with both entry and exit COSF scores and met the Indicator criteria because they no longer required services or were kindergarten eligible. This is an increase from the 3,823 reported for 2007-08.

Actual Data for FFY2008

A. Positive social-emotional skills (including social relationships):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	83	1.89%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	233	5.30%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1065	24.21%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1647	37.44%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1371	31.17%
Total	N= 4,399	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	80	1.82%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	303	6.89%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1388	31.55%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1926	43.78%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	702	15.96%
Total	N= 4,399	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	62	1.41%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	164	3.73%

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	**750**	**17.05%**
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	**1739**	**39.53%**
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	**1684**	**38.28%**
Total	**N= 4,437**	**100%**

* May not sum to 100% due to rounding

Baseline Summary Statements

	% of children
A. Positive social-emotional skills (including social relationships):	
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**89.56%**
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**68.61%**
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy):	**% of children**
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**89.64%**
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**59.74%**
C. Use of appropriate behaviors to meet their needs:	**% of children**
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**91.68%**
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**77.81%**

Summary of Progress Data
Positive social-emotional skills (including social relationships)

There were 4,399 children with entry and exit assessment data. Of those that entered the preschool program below age, 89.56% substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Of the 4,399 children with entry and exit assessment data, 68.61% of children were functioning within age level by the time they turned six or exited the program.

Overall, 68.61% reached or maintained functioning at a level comparable to same age peers. This is 0.86 percentage points higher than the previous cohort of children in 2007-08. Of these children, 24.21% improved functioning nearer to same age peers and 5.30% made personal gains but failed to improve functioning nearer to same age peers. Only 1.89% of children did not improve functioning.

Acquisition and use of knowledge and skills (including early language/communication and early literacy)

There were 4,399 children with entry and exit assessment data. Of those that entered the preschool program below age, 89.64% substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Of the 4,399 children with entry and exit assessment data, 59.74% of children were functioning within age level by the time they turned six or exited the program.

Overall, 59.74% reached or maintained functioning at a level comparable to same age peers. This is 0.53 percentage points lower than the previous cohort of children in 2007-08. Of these children, 31.55% improved functioning nearer to same age peers and 6.89% made personal gains but failed to improve functioning nearer to same age peers. Only 1.82% of children did not improve functioning.

Use of appropriate behaviors to meet their needs

There were 4,399 children with entry and exit assessment data. Of those that entered the preschool program below age, 91.68% substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Of the 4,399 children with entry and exit assessment data, 77.81% of children were functioning within age level by the time they turned six or exited the program.

Overall, 77.81% reached or maintained functioning at a level comparable to same age peers. This is 0.62 percentage points higher than the previous cohort of children in 2007-08. Of these children, 17.05% improved functioning nearer to same age peers and 3.73% made personal gains but failed to improve functioning nearer to same age peers. Only 1.41% of children did not improve functioning.

The data reveals that children make their greatest gains in their use of appropriate behaviors to meet their needs, followed by positive social-emotional skills (including social relationships). Their greatest struggle is with acquisition and use of knowledge and skills (including early language/communication and early literacy).

SEU activities related to early childhood outcomes in 2008-09 were:
Training: The IDEA Data & Research Office held web-based and face-to-face trainings throughout the year for early childhood programs on data collection, data entry, and reporting.

Data Summit: The IDEA Data & Research Office contracted with the Early Childhood Outcomes Center to conduct training for Part C and Part B program staff during the Summer 2009 Data Summit. Follow-up web conferences are scheduled to be held during 2009-10.

Monitoring: In accordance with the monitoring cycle, the M/PE staff reviewed child Outcomes and Assessments. Program staff was expected to review their data to identify professional development needs relative to improving child outcomes.

FFY 2009	The targets for Early Childhood Outcomes are:	
	A. Positive social-emotional skills (including social relationships):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.00%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**69.00%**
	B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.00%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**60.00%**
	C. Use of appropriate behaviors to meet their needs:	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**92.00%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**78.00%**
FFY 2010	The targets for Early Childhood Outcomes are:	
	A. Positive social-emotional skills (including social relationships):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**69.50%**
	B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**60.50%**
	C. Use of appropriate behaviors to meet their needs:	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**92.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**78.50%**

FFY 2011	The targets for Early Childhood Outcomes are:	
	C. Positive social-emotional skills (including social relationships):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**69.50%**
	D. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**60.50%**
	C. Use of appropriate behaviors to meet their needs:	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**92.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**78.50%**
FFY 2012	The targets for Early Childhood Outcomes are:	
	E. Positive social-emotional skills (including social relationships):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**69.50%**
	F. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**60.50%**
	C. Use of appropriate behaviors to meet their needs:	**% of children**
	1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**92.50%**
	2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	**78.50%**

Improvement Activities/Timelines/Resources

FFY 2005   In 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 & 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   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-based application. Training on how to submit the required information will be held upon completion of the programming.

Training will be held for all EC programs on what is required for federal reports, how to record the data, and how to submit to ADE.

Early childhood outcomes are a key element of the Arkansas GSEG awarded in 2004-05. One of the last activities under the GSEG is the creation of an Early Childhood Outcomes training DVD available online through **Arkansas IDEAS. Arkansas IDEAS** is **I**nternet **D**elivered **E**ducation for **A**rkansas **S**chools provided by the Arkansas On-line Professional Development Initiative through a committed partnership of the Arkansas Educational Television Network and the Arkansas Department of Education.

FFY 2007   Preschool student outcomes and targets will continue to be incorporated into local programs and state General Supervision compliance monitoring.

Training will be held for all EC programs on what is required for federal reports, how to record the data, and how to submit to the ADE.

In accordance with the monitoring cycle, the M/PE staff will review child Outcomes and Assessments. Program staff will be expected to review their data to identify professional development needs relative to improving child outcomes.

The Arkansas 619 Coordinator and a local EC Coordinator will present at the Arkansas Special Education Early Childhood Professionals Fall Conference. The presentation will cover preschool regulations and the process for determining EC outcomes. Over 200 participants are expected to be in attendance.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the

educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

FFY 2008   The following activities related to early childhood outcomes are planned for 2008-09.

Training: The IDEA Data & Research Office will hold web-based and face-to-face trainings throughout the year for early childhood programs on data collection, data entry, and reporting.

Data Summit: The IDEA Data & Research Office will contract with the Early Childhood Outcomes Center to conduct training for Part C and Part B program staff during the summer 2009 Data Summit. Follow-up web conferences are scheduled to be held during 2009-10.

Monitoring: In accordance with the monitoring cycle, the M/PE staff will review child Outcomes and Assessments. The program staff is expected to review their data to identify professional development needs relative to improving child outcomes.

FFY 2009   Monitoring/Program Effectiveness staff will review child outcomes summary forms (COSF), child outcomes, and assessments. Program staff is expected to review the data to identify professional development needs relative to improving child outcomes.

IDEA Data & Research Office will:
- Host the Arkansas Special Education Data Summit in July, 2009
  - The Early Childhood Outcomes Center, the Southeast Regional Resource Center, and the Data Accountability Center will be contracted to present at the Summit.
- Provide training to early childhood programs related to the reporting of early childhood outcomes.
- Work with the ADE-SEU Grants and Data Management (G/DM) section to further refine and update technology solutions for preschool education programs.

AR-LEARN will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. Planned training includes:
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Picture Exchange Communication System (PECS) Basic and Advanced
- Pivotal Response Training
- The Power of Peers
- Signs and Symptoms of Abuse in School Children
- Understanding Power Struggles in the Classroom/Addressing Aggression in the Classroom
- Structured Teaching for Students with Autism (TEACCH)
- Using the VB-MAPP to Guide an Intervention Program for Children with Autism

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

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Training will be held for all EC programs on what is required for federal reports, how to record the data, and how to submit data to ADE.

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

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Training will be held for all EC programs on what is required for federal reports, how to record the data, and how to submit data to ADE.

FFY 2012   Preschool student outcomes and targets will be incorporated into local program self-assessments and state General Supervision compliance monitoring.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

Training will be held for all EC programs on what is required for federal reports, how to record the data, and how to submit data to ADE.

Monitoring Priority: FAPE in the LRE

Indicator 08: Parent Involvement
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # 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
Statewide, a total of 8,791 surveys were collected with 8,220 of respondents reporting school/program facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood: 1083/1306 = 82.92%
School Age: 7137/7485 = 95.35%

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	A. **Early childhood programs:** 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. 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 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.

In late March 2006, the IDEA Data & 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 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 positive behavior support 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.
FFY 2006	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. 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 will increase for early childhood programs to 84.00% and decline to 93% for school age programs.
FFY 2007	The 2007-08, Arkansas anticipates the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities in early childhood programs will continue to increase reaching a rate of 85.00%, while school age programs will increase slightly to 94.50%.
FFY 2008	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 in early childhood programs to increase to 86.00% and school age programs will reach 94.5%.
FFY 2009	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 in early childhood programs to increase to 87.00% and school age programs will reach 95.00%.
FFY 2010	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 in early childhood programs to increase to 88.00% and school age programs will reach 96.00%.
FFY 2011	In 2011-12, Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities in early childhood programs to increase to 88.00% and school age programs will reach 96.00%.
FFY 2012	In 2012-13, Arkansas expects the percentage of parents reporting school facilitated parent involvement as a means of improving services and results for children with disabilities in early childhood programs to increase to 88.00% and school age programs will reach 96.00%.

Improvement Activities/Timelines/Resources
FFY 2005   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.

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 & 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 focus on building parent involvement through home-based literacy and positive behavioral supports.

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

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

The Arkansas IDEA Data & 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 & 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 requests. 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 including recruitment for the parent mentor outreach project. Training modules will be developed through the SIG for parents of children with IEPs. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the areas of literacy and positive behavioral practices.

FFY 2007   The M/PE Section, as part of its monitoring of LEAs, will review the process used by LEAs to survey parents to ensure families are provided the opportunity to participate. Since collecting the family survey data, programs have been advised to offer the survey at dismissal of services or annual review conference; thus, creating an opportunity for programs to document the offer as part of the conference.

The ADE-SEU 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 and scan forms will be updated to collect student race/ethnicity and disability for representative analysis, and will be available year round; therefore, data collection is an ongoing process.

The Administrator of M/PE will contact LEAs with low response rates individually as a reminder of the importance of the family involvement survey and expectations for improved outcomes.

The Arkansas IDEA Data & 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 & 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. Training modules developed through the SIG for parents of children with IEPs will be implemented by SIG parent mentors during the 2007-08 school year.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

FFY 2008   Targeted activities for this indicator are provided by the SPDG, P.O.I.S.E., IDEA Data & Research and M/PE Section.

Participation: The ADE-SEU continues to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets. In an attempt to increase the overall participation of parents, the ADE-SEU will provide LEAs and EC Programs reminders of the need to survey parents as part of the Annual Review Conferences. Reminders will be provided via the ADE-SEU website, MySped Resource, as well as in the IDEA Data & Research Newsletter and emails.

Improvement Strategies: The IDEA Data & Research Office continues to provide school districts with options for survey delivery (online and scan forms) and works with LEAs in developing strategies for survey dissemination and collection. Additionally, the IDEA Data & Research office dedicated an issue of the IDEA Data Newsletter to family survey participation and collection.

Family Outcomes Report: The Arkansas IDEA Data & 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 and EC Program. The information will assist LEAs and EC Programs with enhancing service delivery and interaction with family members.

Arkansas SPDG, Home Based Literacy and Partners in Literacy Trainings: During year 6, Home Based Literacy and Partners in Literacy trainings will be conducted for parents.

Data Collection: LEAs conduct the data collection for this indicator throughout the school year. Surveys can be accessed online year round or LEAs can request scan forms from the IDEA Data & Research Office. The embedded scan form questionnaire allows parents who were unable to attend their child's Annual Review Conference to respond without needing Internet access. Further, scan forms provide options for parents (1) attending an annual review in a location where Internet access is unavailable or (2) are unable to use a computer.

Monitoring: The M/PE staff reviews student folders to verify that LEAs annually offer parents/guardians the opportunity to participate in the family survey. Beginning in 2010-11 LEAs that fail to offer parents the opportunity to participate in the survey annually or that have a zero response rate will be required to develop and implement strategies and activities to improve participation and representation as set forth in the ACSIP.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to assist in meeting the challenges of providing quality special education services to address the needs of students.

P.O.I.S.E.: The P.O.I.S.E. website will be updated to include a dropout prevention focus and information on parental involvement priorities.

FFY 2009   SPDG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral supports. SPDG staff will make progress toward identifying two Parent Mentors, who are parents of a student with disabilities, for each school district to provide information and training for other parents of student with disabilities in scientifically-based literacy and behavior interventions.

The web-based family surveys and scan forms will be available throughout the year; therefore, data collection is an ongoing process.

The Arkansas IDEA Data & Research Office:
- will conduct trainings on the EC and school age family surveys as part of the annual data submission training.
- in cooperation with the M/PE Section, will analyze the family survey results from 2009-2010 and issue a report to each LEA.

As part of the monitoring process, M/PE staff will continue to review student folders for documentation that LEAs are offering parents/guardians the opportunity to participate in the survey annually.
- Beginning in 2010-11, LEAs that fail to offer parents the opportunity to participate in the survey annually or that have a zero response rate based on the previous year's data (ie.2009-10) will be

required to develop and implement strategies and activities to improve participation and representation as set forth in the ACSIP.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to offer workshops open to parents and parent liaisons.

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

Improvement Strategies: To help improve the response rate in both early childhood and school age populations the ADE-SEU will (1) continue to provide school districts and parents' options for access to the survey and (2) work with LEAs in developing strategies for survey dissemination and collection. Additionally, the IDEA Data & Research office will dedicate an issue of the IDEA Data Newsletter to family survey participation and collection.

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

The Arkansas IDEA Data & 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 & 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.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to offer workshops open to parents and parent liaisons participation.

SPDG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral supports.
- Training modules developed through the SPDG for parents of children with IEPs will be implemented by SPDG parent mentors during the 2010-11 school year.
- Arkansas SPDG will work on a new agreement with the Parent Training Institute and the Arkansas Support Network (Community Parent Resource Center) to continue to expand on parental involvement activities.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of parent involvement.

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

Improvement Strategies: To help improve the response rate in both early childhood and school age populations the ADE-SEU will (1) continue to provide school districts and parents' options for access to the survey and (2) work with LEAs in developing strategies for survey dissemination and collection. Additionally, the IDEA Data & Research office will dedicate an issue of the IDEA Data Newsletter to family survey participation and collection.

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

The Arkansas IDEA Data & 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 & 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.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to offer workshops open to parents and parent liaisons participation.

SPDG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral supports.
- Training modules developed through the SPDG for parents of children with IEPs will be implemented by SPDG parent mentors during the 2011-12 school year.
- Arkansas SPDG will work on a new agreement with the Parent Training Institute and the Arkansas Support Network (Community Parent Resource Center) to continue to expand on parental involvement activities.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of parent involvement.

FFY 2012   The ADE-SEU will continue to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets.

Improvement Strategies: To help improve the response rate in both early childhood and school age populations the ADE-SEU will (1) continue to provide school districts and parents' options for access to the survey and (2) work with LEAs in developing strategies for survey dissemination and collection. Additionally, the IDEA Data & Research office will dedicate an issue of the IDEA Data Newsletter to family survey participation and collection.

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

The Arkansas IDEA Data & 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 & 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.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to offer workshops open to parents and parent liaisons participation.

SPDG activities will continue to focus on building parent involvement through home-based literacy and positive behavioral supports.
- Training modules developed through the SPDG for parents of children with IEPs will be implemented by SPDG parent mentors during the 2012-13 school year.

- Arkansas SPDG will work on a new agreement with the Parent Training Institute and the Arkansas Support Network (Community Parent Resource Center) to continue to expand on parental involvement activities.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of parent involvement.

Monitoring Priority: Disproportionality

Overview of State Performance Plan Development

The initial 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 ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

Changes made to the SPP since its original dissemination is presented to the stakeholder group and State Advisory Panel. The feedback provided by these groups is incorporated into the SPP for subsequent submissions.

Following the submission of the Arkansas APR on February 1, 2011, the ADE-SEU will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the ADE will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

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 = [(# 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 (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2009 reporting period, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

Identification –All Disabilities
In order to demonstrate educational equity, relative to opportunity, services, and decision-making, the racial composition of students receiving special education services in a school district should be proportionally similar to the composition of students in the district. Thus, it is important to ensure that these students in a school district are not disproportionately represented in special education in contrast with other students in the district.

The methodology used to select districts as having over- and/or under-representation is designed to identify outliers by race. Outliers represent an out of the ordinary occurrence; thus, raising questions as whether or not district policies, procedures, and practices are appropriate.

Establishing the Base Value for Disproportionate Representation
The benchmark for over- and under-representation is the difference between special education and district percentage for each racial/ethnic category. Although the criterion is a three-year benchmark, it is currently based on a single year rate and standard deviation since the State moved forward with reporting the seven racial/ethnic categories in the 2009-10 school year. The process will be updated in 2010-11 and 2011-12 to build a three year benchmark and standard deviation to establish a new three-year base value for each racial group. The process for establishing the base values for each race is outlined next.

1. Using the December 1 child count, students were identified if they were receiving services in a private residential treatment programs or juvenile detention facility. These students are removed from the special education child count numbers and the district October 1 enrollment numbers. The reason for excluding these students is in the State rules governing private residential treatment and juvenile

detention facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district's special education child count and district wide enrollment.

2. Once the October 1 enrollment and December 1 child count has been adjusted for private residential treatment students, the percentage of each racial/ethnic group in the district is then calculated. If a racial/ethnic group within the district is less than 5% or more than 95% that group is excluded in the district and special education student counts. The district and special education student counts are then summed by racial/ethnic category to generate statewide totals.

3. Using the statewide totals for each racial/ethnic category, the State percent difference is then calculated by subtracting the adjusted State enrollment for each race/ethnicity from the adjusted State special education race/ethnicity child count. This process is conducted for each of the three baseline years and is then averaged resulting in a 3-year average benchmark. In addition, two standard deviations are generated on the percent difference for each race/ethnic category for each of the 3 years. The value of two standard deviations from the 3-year average is then added to the 3-year average benchmark to create a "base value."

The base values for each race based on the 2009-10 child count is presented in Exhibit I9-1. This table will be updated in 2010-11 and 2011-12 to reach a three-year average base value for all racial/ethnic groups.

Exhibit I9-1: **Disproportionate Representation Base Values for 2009-10**

	Base Value for Disproportionality-All Disabilities	American Indian/ Alaskan Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two
	Benchmark (Mean)	0.1038%	-0.4127%	2.7837%	-1.3584%	-0.0817%	-1.0353%	0.0007%
	Standard Deviation	1.2382%	2.0769%	5.7465%	2.9396%	0.4533%	6.2845%	0.9533%
Base Value	Over-Representation	2.5802%	3.7412%	14.2767%	4.5208%	0.8249%	11.5337%	1.9073%
	Under-Representation	-2.5802%	-3.7412%	-14.2767%	-4.5208%	-0.8249%	-11.5337%	-1.9073%

Overview of Issue/Description of System or Process
Once a district is identified as being disproportionate in a racial/ethnic group a self-assessment must be completed and submitted to the SEU Monitoring/Program Effectiveness (M/PE) Section. The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. The Disproportionality Self-Assessment is available on the special education website at http://arksped.k12.ar.us/documents/data_n_research/Dispro_self_assessment.doc.
The self-assessment covers five procedural areas: intervention, referral, evaluation, placement, and procedural safeguards, as well as a review of policies, procedures, and practices effecting disproportionality. In addition, districts are required to submit evidence to support their responses. After receiving the self-assessments in the M/PE section, the State Education Agency Supervisors (SEA-S) review the self-assessment and supporting evidence for approval. If discrepancies or questions arise, the SEA-S contacts the district for clarification and may schedule a site visit prior to making a determination as to whether inappropriate policies, procedures, and/or practices led to the disproportionate representation.

Baseline Data for FFY 2005

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

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	A review of districts' Disproportionality Self-Assessment and supporting evidence documents resulted in zero (0) percent of districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification. For the 2005-06 school year, 33 districts were identified with over- and/or under-representation. Of the 33 districts identified, all racial/ethnic groups were represented with zero districts under identifying black or American Indian/Alaskan Native students and zero districts over identifying Asian/Pacific Islander students. Seventeen districts were identified as having over- and under-representation, five districts with under representation, and 11 districts with over-representation. Districts identified with over-representation may also be included in focused monitoring. Besides completing the Disproportionality Self-Assessment, these districts must address the over-representation in their Arkansas Consolidated School Improvement Plan (ACSIP). These districts may also receive an on-site visit where any 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-SEU intends to take the necessary steps to provide interventions in accordance with 34 CFR 300.600 and 300.604.
FFY 2006	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2007	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2008	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2009	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

FFY 2010	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2011	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2012	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU 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 ADE-SEU M/PE Section will coordinate with the IDEA Data & Research Office to develop a protocol for identifying inappropriate policy, procedures, and practices.

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

FFY 2006   The ADE-SEU M/PE Section will incorporate the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.

The ADE-SEU M/PE Section will incorporate a district disproportionality self-assessment into the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas IDEA Data & Research Office will oversee the final implementation of the AMI™ software.

The Arkansas IDEA Data & Research Office in conjunction with the M/PE Section will revise the State's disproportionality methodology to include all racial/ethnic groups for over- and under-representation.

The ADE-SEU 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 & 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.

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

The ADE-SEU M/PE Section will incorporate a district disproportionality self-assessment into the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas IDEA Data & Research Office will oversee the final implementation of the AMI™ software. The ADE-SEU M/PE Section will continue to review district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to review desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

FFY 2008   The ADE-SEU M/PE Section will incorporate the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.

The ADE-SEU M/PE Section continues to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

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

The IDEA Data & Research Office will work with the Associate Director of Special Education and the educational consultant reviewing the self-assessments to update the disproportionality self-assessment to insure all necessary components are included in the document.

Dr. Jody Fields, Director Arkansas IDEA Data and Research will present "The Ins and Outs of Disproportionality: Understanding the Federal Requirements," March 2, 2009. The workshop will explain the difference between disproportionality in the Annual Performance Report and Coordinated Early Intervening Services**.**

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

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

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

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

The IDEA Data & Research Office will work with the Associate Director of Special Education to revise the disproportionality calculations by reviewing multiple methodologies before making the determination to maintain the existing methodology and adding some additional criteria such as a child count "N" size of 40. The IDEA Data & Research Office will work with the Associate Director of Special Education and the educational consultant reviewing the self-assessments to update the disproportionality self-assessment to insure all necessary components are included in the document.

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

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

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

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

FFY 2012   The ADE-SEU will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Monitoring Profiles.

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

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 = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

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

Over- and Under-Representation in a Disability Category
There are six disability categories that must be examined under Indicator 10: Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech Language Impairment. A risk ratio methodology was used to determine if a district has disproportionate representation within the six disabilities. However, the district enrollment and special education child count data were examined and adjusted according to the following criteria.
1. Using the December 1 child count for the selected year, students were identified if they were receiving services in a private residential treatment program. These students were removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. The reason for excluding students in private residential treatment facilities is in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district's special education child count and district wide enrollment.
2. After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, weighted risk ratios were generated for each of the six disability categories.
3. Some weighted risk ratios were considered invalid if (1) the district enrollment of a racial/ethnic group is less than 5% or (2) the number of students in a disability category was below 40. The 5% criteria falls in line with Indicator 9 and an "n" of 40 is the same number used for adequate yearly progress (AYP) subgroups.

4. Once adjusted under the above criteria, risk ratios greater than 4.00 and less than the inverse 0.25 were considered an over-representation and under-representation, respectively.

Overview of Issue/Description of System or Process

Once a district is identified as being disproportionate in a disability category by racial/ethnic group a self-assessment must be completed and submitted to the ADE-SEU Monitoring/Program Effectiveness (M/PE) Section. The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. The Disproportionality Self-Assessment is available on the special education website at http://arksped.k12.ar.us/documents/data_n_research/Dispro_self_assessment.doc.

The self-assessment covers five procedural areas: intervention, referral, evaluation, placement, and procedural safeguards, as well as a review of policies, procedures, and practices effecting disproportionality. In addition, districts are required to submit evidence to support their responses. After receiving the self-assessments in the ADE-SEU M/PE Section, the ADE-SEU Area Supervisors review the self-assessment and supporting evidence for approval. If discrepancies or questions arise, the Area Supervisor contacts the district for clarification and may schedule a site visit prior to making a determination as to whether inappropriate policies, procedures, and/or practices led to the disproportionate representation.

Baseline Data for FFY 2005

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

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	A review of district Disproportionality Self-Assessment and supporting evidence documents, resulted in zero (0) percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification. For the 2005-06 school year, 45 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State's criteria to the weighted risk ratios. Districts with weighted risk ratios greater then 4.00 were identified as having over representation and districts with weighted risk ratios lower than 0.25 identified as having under representation. Weighted risk ratios for under-representation varied from 0.24 to 0.17. The variance in over-representation is more widely dispersed with a low of 4.15 and a high of 57.64. Of the 45 districts identified for Indicator 10, 11 were also identified under Indicator 9; thus, illustrating how disproportionate representation in identification does not equate to disproportionate representation in a disability category. In the six primary disability categories two racial/ethnic groups in four disability categories were identified as having over- and/or under-representation. As illustrated in Exhibit I-10.1,

white students are over- or under-identified in four disability categories, while black students are over-identified in one disability category.

Exhibit I-10.1: District Count of Disproportionate Representation for Disability by Racial/Ethnic Group 2005-06

	Autism		Emotional Disturbance		Mental Retardation		Other Health Impairment		Specific Learning Disability		Speech Impairment	
	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under
American Indian												
Asian/Pacific Islander												
Black (non-Hispanic)					9							
Hispanic												
White (non-Hispanic)					5	2	4		19	4	7	1

The weighted risk ratios are provided to districts on their Focused Monitoring Profiles for their review. Districts may voluntarily address the over- or under-representation in their Arkansas Consolidated School Improvement Plan (ACSIP).

FFY 2006	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2007	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2008	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2009	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2010	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2011	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
FFY 2012	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU 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 ADE-SEU M/PE Section will coordinate with the IDEA Data & Research Office to develop a protocol for identifying inappropriate policy, procedures, and practices leading to disproportionality.

In addition, the IDEA Data & 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-SEU, the Arkansas IDEA Data & Research Office will issue an RFP for the development of the Automated Monitoring Interface (AMI™) Software. This software will interact with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS™, an electronic IEP program used by school districts in the State. The AMI™ software will allow remote electronic compliance monitoring of IEPs.

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

The Arkansas IDEA Data & 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   The ADE-SEU M/PE Section will incorporate the protocol for identifying inappropriate policies, procedures, and practices into the Monitoring Procedural Handbook.

The ADE-SEU M/PE Section will incorporate a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas IDEA Data & Research Office will oversee the final implementation of the AMI™ software.

The ADE-SEU M/PE Section will test the use of the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU 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 & Research Office in conjunction with the M/PE Section will revise the disproportionality methodology for the identification of disproportionate representation by racial/ethnic groups in a disability category.

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

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

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The Arkansas IDEA Data & Research Office continue to oversee the final implementation of the AMI^{TM} software.

FFY 2008   The SEU M/PE Section will incorporate the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.

The SEU M/PE Section continues to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

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

The IDEA Data & Research Office will work with the Associate Director of Special Education and the educational consultant reviewing the self-assessments to update the disproportionality self-assessment to insure all necessary components are included in the document.

Dr. Jody Fields, Director Arkansas IDEA Data and Research will present "The Ins and Outs of Disproportionality: Understanding the Federal Requirements," March 2, 2009. The workshop will explain the difference between disproportionality in the Annual Performance Report and Coordinated Early Intervening Services**.**

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

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

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

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

The IDEA Data & Research Office will work with the Associate Director of Special Education to revise the disproportionality calculations by reviewing multiple methodologies before making the determination to maintain the existing methodology and adding some additional criteria such as a child count "N" size of 40.

The IDEA Data & Research Office will work with the Associate Director of Special Education and the educational consultant reviewing the self-assessments to update the disproportionality self-assessment to insure all necessary components are included in the document.

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

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

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

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

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The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

FFY 2012   The ADE-SEU will continue to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Monitoring Profiles.

The ADE-SEU M/PE Section will update the *AMI*™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The ADE-SEU M/PE Section will continue to use the district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

SPDG staff will notify LEA Special Education Supervisors of technical assistance available through the staff to assist the LEA in addressing issues of disproportionality.

Monitoring Priority: Effective General Supervision Part B

Effective General Supervision Part B/Child Find

Overview of State Performance Plan Development

The initial 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 ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

Changes made to the SPP since its original dissemination is presented to the stakeholder group and State Advisory Panel. The feedback provided by these groups is incorporated into the SPP for subsequent submissions.

Following the submission of the Arkansas APR on February 1, 2011, the Arkansas Department of Education, Special Education Unit (ADE-SEU) will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the Arkansas Department of Education (ADE) will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

Monitoring Priority: Effective General Supervision Part B

Indicator 11: Child Find

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) 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. The process for collecting, cleaning, and verifying referral information is outlined below.

1. The Data Collection
   - There are two different data collection systems for special education. First, there is the Arkansas Department of Education's student management system at the Arkansas Public School Computer Network (APSCN) which is utilized by the school districts, charter schools, and educational co-ops. The second data system is Special Education's MySped Resource web-based application which is utilized by other state agencies offering educational services such as the Department of Human Services Division of Developmental Disabilities Services (DDS).
     - The end of year data collected for student level special education data is to be submitted to the APSCN by midnight June 15th. Districts with schools operating year round buildings have until June 30th to submit the year end data.
     - The MySped Resource data collection applications do not close until July 15th since these are 12 month programs.
   - Preparation for data transfer from APSCN to special education:
     - The IDEA Data & Research programmer housed at APSCN prepares and forwards the data to the ADE Special Education Unit's technology manager by July 15th.
   - Preparation and upload of data to special education data warehouse
     - Between July 15th and August 15th the special education database administrator prepares and loads the entire end of school year student level data (APSCN and MySped Resource) into the special education data warehouse. The preparation includes ensuring all districts are represented in the data set and that no required fields (i.e. disability code) in the various data tables are blank, which would cause the upload to fail.
     - The data sets include school age exits, discipline, early childhood exits, early childhood outcomes, early intervening services, and referral tracking.
   - IDEA Data & Research Office staff preliminary analysis of data errors completed by August 31st
   - LEAs review and correct data errors between September 1st and September 30th
   - Special Education/IDEA Data & Research staff does not have access to the data until October 1.

- o IDEA Data & Research Office staff begins the identification of noncompliance on October 1st; this is the first access staff has to 'clean' data.
- Data review for noncompliance of Indicator 11 begins October 1

2. Data Cleaning, Clarification, and Follow-up (September 1 through November 30)
   - Each record containing errors is grouped according to LEA and made available securely through the MySped announcement system to each impacted LEA. Notifications of the existence of errors and the location of these lists are sent to each LEA supervisor via email.
   - LEAs have the opportunity to review all end of year data throughout September via MySped Resource.
   - The IDEA Data & Research Office staff continues to run three additional checks throughout the cycle review period (September 1-30) and updated notifications are sent to supervisors of all identified LEAs.
   - Once the cycle review period is complete, referral records are checked for missing data (i.e. dates or reason for exceeding timelines) related to timely evaluation (Indicator 11) and early childhood transition (Indicator 12) one final time. Any LEA found to still have missing data elements is contacted via phone to finalize the data. Failure to provide evidence of data error corrections (i.e. the missing data) by November 1st may result in a LEA being cited for Indicator 20: Timely and Accurate Reporting.
   - The referral tracking data reviewed by the IDEA Data & Research Office staff is checked for the following:
     - o Referral Date Exceeds FY
     - o Age of student is not within acceptable parameters (younger than 2 or older than 21)
     - o Inconsistent timeline: expected chronological order (referral->initial parental consent->evaluation->eligibility determined->parental consent to place) is not observed
     - o Process continued without initial parental consent
     - o 60 day consent to evaluation completion timeline exceeded with no reason recorded
     - o Evaluation was completed but no eligibility determination date was recorded
     - o 30 day evaluation to eligibility determination timeline exceeded with no reason recorded
     - o Indication of placement in special education without a date of parental consent to place recorded
     - o Indication of placement in special education without an evaluation completion date recorded
     - o Indication of placement in special education without an eligibility determination date recorded
     - o Record completed with a reason of "not eligible" with no eligibility determination date recorded
     - o Special education placement inconsistent (record indicates the student was not placed yet the completion reason is "SP" or record indicates student was placed yet the completion reason is "NE")
     - o Referral process incomplete
3. Identification of Non-compliance
   - Prior to calculation of Indicators 11 and 12 for the APR in October/November, referral records exceeding the 60 day evaluation timeline for which a code of "other" was recorded are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance of State regulations this process also is applied to the 30 day eligibility determination timeline.

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

4. Verification of Services and Correction
   - The referral tracking data captures eligibility determination date, placement to special education (y/n) and parent consent to place date, thus allowing verification of the whole process. If these data elements are missing, the IDEA Data & Research Office staff reviews the APSCN special education modules and/or the MySped Resource DDS Application to verify that students who had their evaluation timelines exceed 60 day were evaluated, had eligibility determined, and had an IEP developed when found to be eligible.
   - Verification of correction of noncompliance is further conducted by reviewing the referral tracking data for the current school year. Referrals already entered into the student management system are reviewed to determine if the LEA is currently in compliance. If correction of noncompliance cannot be verified the records are elevated from a "flag" to a "red flag".

Baseline Data for FFY 2005

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%

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	In 2005-06, 11,158 children with parent consent to evaluate were evaluated. The number of children 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. The number of days beyond the 60-day timeline ranged from 1 to 219. 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.

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.

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 AMI™ 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).

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.

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 to limit data errors 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.

With the implementation of the new business logic programming, the percent of students meeting the evaluation timeline 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 should steadily increase until the 100% compliance target is met.

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.

Additionally, the Arkansas IDEA Data & 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. Further, at the direction of the ADE-SEU, the Arkansas IDEA Data & Research Office issued a Request for Proposals for the development of the Automated Monitoring Interface (AMI™) Software. This software interacted with the Computer Automation Systems, Inc. program Special Education Automated System, SEAS™, an electronic IEP program used by school districts in the State. The AMI™ software will allow remote electronic compliance monitoring of IEPs.
FFY 2006	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2007	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2008	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2009	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2010	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2011	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).
FFY 2012	100% of children with parental consent to evaluate are evaluated within 60 days (or the State established timeline).

Improvement Activities/Timelines/Resource

FFY 2005   The Arkansas IDEA Data & 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-SEU monitored districts for child find activities to ensure due process. The ADE-SEU M/PE Section coordinated with the IDEA Data & Research Office to develop a protocol for identifying inappropriate policies, procedures, and practices related to timely evaluations.

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

FFY 2006   The IDEA Data & 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 ADE-SEU M/PE Section will incorporate the protocol for identifying inappropriate policies, procedures, and practices into the Monitoring Procedural Handbook.

The Arkansas IDEA Data & Research Office will oversee the migration of the AMI™ software to the ADE-SEU servers.

The ADE-SEU M/PE Section will implement the use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

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

FFY 2007   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The Arkansas IDEA Data & Research Office will oversee the implementation of increased business rules in the data collection systems to help ensure data entry accuracy.

The Arkansas IDEA Data & Research Office will continue to provide training to LEAs on proper submission of required data.

The Arkansas IDEA Data & Research Office will oversee the final implementation of the AMI™ software.

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

FFY 2008   Targeted activities during 2008-09 to improve the results for this indicator include those of the IDEA Data & Research Office, Grants and Data Management Section, and the M/PE Section.

Activities of the IDEA Data & Research Office and Grants and Data Management Section include:

- Increasing the business rules in APSCN and MySped Resource
- Web-based and face to face training for the DDS 3-5 programs on using MySped Resource DDS Application
- Web-based and face to face training for co-ops, school districts, and SEU staff on using the special education module in APSCN
- Web-based trainings and workshops on how to submit and review the required data elements
- Analysis of the timely evaluation data with the results forwarded to the Monitoring and Program Effectiveness Section
- Preparing for the July 2009 Data Summit to be held at UALR

Monitoring and Program Effectiveness: Activities of the M/PE Section of the SEU, include student file audits to ascertain if LEAs are meeting regulatory timelines. Districts failing to meet timelines are given a noncompliance citation requiring submission of a corrective action plan (CAP) to ensure correction of noncompliance as soon as possible and no later than one-year following written notice. The ADE-SEU Area Supervisor assigned to the LEA assists in the development of the plan designed to ensure correction of noncompliance and verifies corrections through documentation or on-site visits.

Interagency Collaboration: Activities of the SEU with the Department of Human Services/Division of Developmental Disability Services (DDS) Children Services Section include:

- The development of general supervision guidelines concerning the oversight of the Developmental Day Treatment Service Clinics (DDTCS) serving children with disabilities ages 3-5.
- Quarterly meetings between the two agencies. These meetings will include the SEU EC program Director, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C Staff.
- The SEU will conduct seven regional trainings throughout the state on the Procedural Requirements and Program Standards.
- The DDTSC programs will be assigned to a three year monitoring system, utilizing a new monitoring protocol, to begin in the 2009-10 school year. The SEU EC Program Director will assist in the training and participate with the DDS/Children Services Staff on the monitoring of these programs.

Procedural Requirements Training: There will be four regional trainings on procedural requirements with the Early Childhood Cooperative Programs and Districts in August and September of 2008.

FFY 2009   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The ADE-SEU M/PE Section will update the AMI™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

ADE-SEU will conduct activities with the Department of Human Services/Division of Developmental Disability Services (DHS-DDS) Children Services Section.

- The ADE-SEU and DHS-DDS will jointly conduct regional trainings on Part C to Part B Transition throughout the state.
- The ADE-SEU and DHS-DDS will enter into a new, updated Memorandum of Understanding (MOU).
- General Supervision guidelines will be implemented by the ADE-SEU concerning the oversight of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.
- Quarterly meetings will be held between the two agencies. These meetings will include the State 619 Coordinator, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DDS staff including Part C staff.
- The DDTSC program three-year monitoring system will be implemented, utilizing a new monitoring protocol in the 2009-10 school year. The ADE-SEU EC Program Director will assist in the training and participate with the DDS/Children Services staff in the monitoring of these programs.

The IDEA Data & Research Office in partnership with the ADE-SEU Grants and Data Management (G/DM) section will further refine and update technology solutions for preschool education programs.

The IDEA Data & Research Office will host the Arkansas Special Education Data Summit in July, 2009 at the University of Arkansas at Little Rock. As part of the Summit the Southeast Regional Resource Center will present on the Part C to Part B federal regulatory requirements.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2010   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2011   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2012   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The ADE-SEU M/PE Section will continue to use the AMI™ software as a means to conduct desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

Monitoring Priority: Effective General Supervision Part B

Effective General Supervision Part B/Effective Transition

Overview of State Performance Plan Development

The initial 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 ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

Changes made to the SPP since its original dissemination is presented to the stakeholder group and State Advisory Panel. The feedback provided by these groups is incorporated into the SPP for subsequent submissions.

Following the submission of the Arkansas APR on February 1, 2011, the Arkansas Department of Education, Special Education Unit (ADE-SEU) will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the Arkansas Department of Education (ADE) will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

Monitoring Priority: Effective General Supervision Part B

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays (20 U.S.C. 1416(a)(3)(B))

Measurement

> a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
> b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
> c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
> d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
> e. # of children who were referred to Part C less than 90 days before their third birthdays.
>
> Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.
>
> Percent = [(c) divided by (a - b - d - e)] times 100.

Overview of Issue/Description of System or Process
Timely implementation of the IEP for children transitioning form Part C to Part B of IDEA is critical to ensure there is no break in services. The data for this indicator is part of the referral tracking module. The process for collecting, cleaning, and verifying referral information is outlined below.
1. The Data Collection
    - There are two different data collection systems for special education. First, there is the Arkansas Department of Education's student management system at the Arkansas Public School Computer Network (APSCN) which is utilized by the school districts, charter schools, and educational co-ops. The second data system is Special Education's MySped Resource web-based application which is utilized by other state agencies offering educational services such as the Department of Human Services Division of Developmental Disabilities Services (DDS).
        - The end of year data collected for student level special education data is to be submitted to the APSCN by midnight June 15th. Districts with schools operating year round buildings have until June 30th to submit the year end data.
        - The MySped Resource data collection applications do not close until July 15th since these are 12 month programs.
    - Preparation for data transfer from APSCN to special education:
        o The IDEA Data & Research programmer housed at APSCN prepares and forwards the data to the ADE Special Education Unit's technology manager by July 15th.
    - Preparation and upload of data to special education data warehouse
        o Between July 15th and August 15th the special education database administrator prepares and loads the entire end of school year student level data (APSCN and MySped Resource) into the special education data warehouse. The preparation includes ensuring all districts are represented in the data set and that no required fields (i.e. disability code) in the various data tables are blank, which would cause the upload to fail.

- o The data sets include school age exits, discipline, early childhood exits, early childhood outcomes, early intervening services, and referral tracking.
- IDEA Data & Research Office staff preliminary analysis of data errors completed by August 31st
- LEAs review and correct data errors between September 1st and September 30th
- Special Education/IDEA Data & Research staff does not have access to the data until October 1.
  - o IDEA Data & Research Office staff begins the identification of noncompliance on October 1st; this is the first access staff has to 'clean' data.
- Data review for noncompliance of Indicator 11 begins October 1

2. Data Cleaning, Clarification, and Follow-up (September 1 through November 30)
  - Each record containing errors is grouped according to LEA and made available securely through the MySped announcement system to each impacted LEA. Notifications of the existence of errors and the location of these lists are sent to each LEA supervisor via email.
  - LEAs have the opportunity to review all end of year data throughout September via MySped Resource.
  - The IDEA Data & Research Office staff continues to run three additional checks throughout the cycle review period (September 1-30) and updated notifications are sent to supervisors of all identified LEAs.
  - Once the cycle review period is complete, referral records are checked for missing data (i.e. dates or reason for exceeding timelines) related to timely evaluation (Indicator 11) and early childhood transition (Indicator 12) one final time. Any LEA found to still have missing data elements is contacted via phone to finalize the data. Failure to provide evidence of data error corrections (i.e. the missing data) by November 1st may result in a LEA being cited for Indicator 20: Timely and Accurate Reporting.
  - The referral tracking data reviewed by the IDEA Data & Research Office staff is checked for the following:
    - o Referral Date Exceeds FY
    - o Age of student is not within acceptable parameters (younger than 2 or older than 21)
    - o Inconsistent timeline: expected chronological order (referral->initial parental consent->evaluation->eligibility determined->parental consent to place) is not observed
    - o Process continued without initial parental consent
    - o 60 day consent to evaluation completion timeline exceeded with no reason recorded
    - o Evaluation was completed but no eligibility determination date was recorded
    - o 30 day evaluation to eligibility determination timeline exceeded with no reason recorded
    - o Indication of placement in special education without a date of parental consent to place recorded
    - o Indication of placement in special education without an evaluation completion date recorded
    - o Indication of placement in special education without an eligibility determination date recorded
    - o Record completed with a reason of "not eligible" with no eligibility determination date recorded
    - o Special education placement inconsistent (record indicates the student was not placed yet the completion reason is "SP" or record indicates student was placed yet the completion reason is "NE")
    - o Referral process incomplete
  - Specific to those records indicating the referral is a "Part C to Part B transition" all records are further checked for:

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

3. Identification of Non-compliance
    - Prior to calculation of Indicators 11 and 12 for the APR in October/November, referral records exceeding the 60 day evaluation timeline for which a code of "other" was recorded are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance of State regulations this process also is applied to the 30 day eligibility determination timeline.
    - Further, failure of a LEA to submit referral data, without prior notification that they had zero referrals for the year, results in an automatic 0% LEA rate for the related indicator(s) and any data missing which prohibits the calculation of a record (i.e. a missing date) are considered a missed timeline since verification of timeliness cannot be made. This results in the elevation of the record being "flagged" for noncompliance.

4. Verification of Services and Correction
    - The referral tracking data captures eligibility determination date, placement to special education (y/n) and parent consent to place date, thus allowing verification of the whole process. If these data elements are missing, the IDEA Data & Research Office staff reviews the APSCN special education modules and/or the MySped Resource DDS Application to verify that students who had their evaluation timelines exceed 60 day were evaluated, had eligibility determined, and had an IEP developed when found to be eligible.
    - Verification of correction of noncompliance is further conducted by reviewing the referral tracking data for the current school year. Referrals already entered into the student management system are reviewed to determine if the LEA is currently in compliance. If correction of noncompliance cannot be verified the records are elevated from a "flag" to a "red flag".

Baseline Data for FFY 2004

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

Report Year	Measurable and Rigorous Target
FFY 2004	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% The coordination between the ADE-SEU 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-SEU expects continued improvement of agency and program coordination in the area of transition between the two lead agencies. 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-SEU has incorporated the information into APSCN, for 2005-06, to gather more precise information surrounding the transition of children from Part C to Part B. In addition, the ADE-SEU will require DDS 3-5 programs to submit the same data through the special education MySped Resource web site.
FFY 2005	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%.
FFY 2006	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%
FFY 2007	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%
FFY 2008	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%
FFY 2009	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%
FFY 2010	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%
FFY 2011	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%
FFY 2012	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   The Arkansas IDEA Data & 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-SEU will monitor early childhood programs for effective transition policies, procedures, and practices.

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

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   The ADE-SEU will monitor early childhood (EC) programs for effective transition policies, procedures, and practices. The web-based Early Childhood Special Education Coordination system (ECSPEC) will be implemented to facilitate referrals from early childhood-serving agencies to EC programs.

The SEU will develop an EC child tracking/reporting system for programs not part of the ADE data system. The application will be incorporated into MySped Resource.

The IDEA Data & Research Office will provide annual in-service training to EC service providers on the revisions and proper submission of data.

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.

Early childhood transition is a key element of the Arkansas GSEG awarded in 2004-05. One of the last activities under the GSEG is the creation of an Early Childhood Transition training DVD available online through **Arkansas IDEAS. Arkansas IDEAS** is **I**nternet **D**elivered **E**ducation for **A**rkansas **S**chools provided by the Arkansas On-line Professional Development Initiative through a committed partnership of the Arkansas Educational Television Network and the Arkansas Department of Education

FFY 2007   The ADE-SEU will review early childhood program data for compliance with transition requirements.

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

The ADE-SEU along with DHS 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.

In accordance with the monitoring cycle, the M/PE staff will review child Outcomes and Assessments. Program staff will be expected to review their data to identify professional development needs relative to improving child outcomes.

The Arkansas 619 Coordinator and a local EC Coordinator will present at the Arkansas Special Education Early Childhood Professionals Fall Conference. The presentation will cover preschool regulations and the process for determining EC outcomes. Over 200 participants are expected to be in attendance.

FFY 2008   Targeted activities during 2008-09 to improve the results for this indicator include those of the IDEA Data & Research Office and the M/PE Section.

Interagency Collaboration: Activities of the SEU with the Department of Human Services/Division of Developmental Disability Services (DDS) Children Services Section include:
- The development of general supervision guidelines concerning the oversight of the Developmental Day Treatment Service Clinics (DDTCS) serving children with disabilities ages 3-5.
- Quarterly meetings between the two agencies. These meetings will include the SEU EC program Director, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C Staff.
- The SEU will conduct seven regional trainings throughout the state on the Procedural Requirements and Program Standards.
- The DDTSC programs will be assigned to a three-year monitoring system, utilizing a new monitoring protocol, to begin in the 2009-10 school year. The SEU EC Program Director will assist in the training and participate with the DDS/Children Services Staff on the monitoring of these programs.

Procedural Requirements Training: There will be four regional trainings on procedural requirements with the Early Childhood Cooperative Programs and Districts in August and September of 2008.

Trainings: The IDEA Data & Research Office will provide training on collecting and submitting the required information for this indicator. Trainings will be held face-to-face, via telephone, and web conferencing.

Data Summit Preparation: The IDEA Data & Research Office will contract with the Southeast Regional Resource Center to present at the July 2009 Data Summit. The presentation will focus on the federal regulatory requirements.

FFY 2009   The IDEA Data & 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 for school age children is due to policies, procedures, or practices, LEAs will be required to incorporate corrective actions into their Arkansas School Consolidated Improvement Plan (ACSIP). Early childhood programs will be required to submit a written plan of corrective action to the ADE-SEU.

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

The ADE-SEU M/PE Section will update the AMI™ software to facilitate desk audits of IEPs in the review of district policy, procedures, and practices that may lead to inappropriate identification.

ADE-SEU will conduct activities with the Department of Human Services/Division of Developmental Disability Services (DHS-DDS) Children Services Section.

- The ADE-SEU and DHS-DDS will jointly conduct regional trainings on Part C to Part B Transition throughout the state.
- The ADE-SEU and DHS-DDS will enter into a new, updated Memorandum of Understanding (MOU).
- General Supervision guidelines will be implemented by the ADE-SEU concerning the oversight of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.
- Quarterly meetings will be held between the two agencies. These meetings will include the State 619 Coordinator, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DDS staff including Part C staff.
- The DDTSC program three-year monitoring system will be implemented, utilizing a new monitoring protocol in the 2009-10 school year. The ADE-SEU EC Program Director will assist in the training and participate with the DDS/Children Services staff in the monitoring of these programs.

The IDEA Data & Research Office in partnership with the ADE-SEU Grants and Data Management (G/DM) section will further refine and update technology solutions for preschool education programs.

The IDEA Data & Research Office will host the Arkansas Special Education Data Summit in July, 2009 at the University of Arkansas at Little Rock. As part of the Summit the Southeast Regional Resource Center will present on the Part C to Part B federal regulatory requirements.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2010   The ADE-SEU will review early childhood program data for compliance with transition requirements.

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

The ADE-SEU along with DHS 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.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2011   The ADE-SEU will review early childhood program data for compliance with transition requirements.

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

The ADE-SEU along with DHS 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.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

FFY 2012   The ADE-SEU will review early childhood program data for compliance with transition requirements.

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

The ADE-SEU along with DHS 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.

The IDEA Data & Research Office will provide training and technical assistance on data collection and submission of the required information.

Monitoring Priority: Effective General Supervision Part B

Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

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 youth with an IEP is 16, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching these goals are developed.

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 youth with an IEP post-school outcomes. The State partners in secondary and postsecondary education established the Arkansas planning priorities surrounding the critical activities.

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

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

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	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 youth with an IEP 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 is 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 strategies for staying in school and making the most of the secondary educational experience.

Additional activities surrounding secondary transition included:
- Local Transition Team Development;
- Transition Information Night for Parents;
- Arkansas Interagency Transition Partnership;
- Self Determination in Arkansas Research Project with the Beach Center on Disability;
- Statewide Transition Summit;
- Work with schools that hired School-based Transition Coordinators; and
- Numerous training events
  - Person Centered Planning Statewide Training,
  - Making the Connections Training,
  - Transition Training, and
  - Life After High School Training.

In 2004-05, Arkansas undertook 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.

The individual analysis of special education and general education was not available at the time of submitting this report.

FFY 2006	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
FFY 2007	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.
FFY 2008	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.

FFY 2009	**Baseline Target** 100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals.

Baseline Data for FFY 2009 (2009-2010):

# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs…	# of youth with IEPs aged 16 and above whose IEPs were reviewed during on-site monitoring	Percent
421	**437**	**96.34**

Discussion of Baseline Data:

During the 2009-10 monitoring cycle, 437 IEPs were reviewed for compliance in 82 school districts. There were 16 IEPs found to be out of compliance in relation to secondary transition in six (6) school districts. As of December 15, 2010 all findings of non-compliance issued during the 2009-10 school year have been corrected, as soon as possible and no later than one year. Additionally, onsite verification of current IEPs has been conducted by the Monitoring and Program Effectiveness (M/PE) staff and no evidence of continual non-compliance was found.

In FFY 2007, Arkansas changed to using monitoring data as the data collection methodology and as a result in that first year failed to meet the target of 100% or substantial compliance. This indicator was not reported in FFY 2008. The improvement seen in the FFY 2009 data reflects the implementation of OSEP Memo 09-02 and activities undertaken by the M/PE and Arkansas Transition Services staff. These activities are presented below in the Improvement Activities/ Timelines/Resources section.

Clearance of any non-compliance findings issued in FFY 2008 is discussed under Indicator 15: General Supervision of the APR.

Targeted Activities:

Indicator 13 activities include technical assistance opportunities through the Arkansas Transition Services (ATS), P.O.I.S.E., ADE-SEU Monitoring and Program Effectiveness Unit (M/PE), and the Arkansas Local Education Agency Resource Network (AR-LEARN).

State partners in secondary and postsecondary education 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 is being implemented statewide.

CIRCUIT and the website http://arkansastransition.com continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

P.O.I.S.E activities related to this indicator were:

Arkansas Greater Graduation Initiative: P.O.I.S.E. participated in the Arkansas Greater Graduation Initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts. The Criminal Justice Institute, Arkansas Department of Education, and the Little Rock School District collaborated to create the grant application, the review process and protocol for technical assistance. Hot Springs, Forest City, Helena, Springdale, and the Little Rock School District submitted applications based upon the "Staying Power" strategies.

Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. continued the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade Academies for dropout prevention was established with curricular funds being provided by Career education for schools that volunteer to complete the training requirements.

National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. convened a combined district and state team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009. Ms. Deloris Massey from Hot Springs High School; Gina Williams and Adrienne Brown from McClellan High School, and Jacque Reese from AR-JEdI attended two full days of intense technical assistance. The local districts presented the action reports to their respective dropout prevention teams for review and adoption of recommended strategies. The teams participated in follow-up webinars hosted by NDPC-SD.

National Post-School Outcome Center Collaboration: The P.O.I.S.E. staff in collaboration with the IDEA Data & Research Office presented during the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research provided state data and district data for the meeting. Arkansas's pilot process was shared with participants.

P.O.I.S.E. website: The P.O.I.S.E. website, www.poisedforgraduation.org was updated with links for dropout prevention to include the Arkansas River Education Service Cooperative (ARESC) website. ARESC is serving as a pilot site for Dropout Prevention in the region.

Check and Connect Program: P.O.I.S.E coordinator continues to provide Check and Connect Training opportunities and professional development for local school districts that triggered in the area of dropout or graduation. South Mississippi County School District (Middle School and High School) and McClellan High School/Little Rock are implementing the model with fidelity. Local districts that implemented components of the model were Brinkley, Hot Springs, and Mineral Springs.

Check and Connect is also being supported by Arkansas Transition Services. In September 2009, Arkansas Transition Services and members from three school districts received training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention. Clinton School District, after attending the training, began to fully implement the program.

Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project began to

provide interventions in three Arkansas school districts for an initial cohort of ninth graders failing the first semester of the 2007-08 school year. In 2008-09, the C.O.R.E. project expanded to include select high schools in the Little Rock School District, the largest district in the State, as well as the continued participation of the three initial districts. In 2009-2010 the C.O.R.E. project, in Collaboration with IDEA Data & Research Center, developed a model data base with students that drop out of school. The intent was to collect and analyze reflective data from prior years to determine additional risk factors that lead to students leaving prior to graduation. The model was presented as training to the Arkansas River Education Service Cooperative Local Education Supervisors. The presentation was Arkansas's rudimentary assessment of a local Early Warning System.

Little Rock School District Collaborations:
- McCellan High School data-base profiles were developed to identify 9th graders with two risk factors during the first nine weeks: attendance of 80% or less, course failure in Algebra I, Civics and Language Arts. The building principal, data manager, counselors and dropout prevention teams provided immediate interventions for the target group. The process of student identification and provision of interventions was repeated after the second nine weeks to show student improvement, identify new students, and to intensify the interventions for specific students if warranted.
- P.O.I.S.E. staff participated (October-December 2009) on a committee that provided research and policy recommendations to the Little Rock School District Board of Directors for approval to establish a District Truancy Board to address attendance.

Arkansas Transition Services activities related to this indicator were:
In 2009-10, Arkansas Transition Services (ATS) provided over 175 professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures — the percent change in knowledge and skills as a result of the training.

# of Trainings	Name of Activity	Participants	# of district's that attended	% improvement from pre- and post-test
3	Person Centered Planning	36	14	70%
6	Self-Advocacy Strategy	57	20	59%
5	Take OFF	87	22	65%
4	Transit on Class: Getting Started	64	12	66%
3	Transition Class: Integrating Ideas	73	22	71%
1	Transition Class: Getting the Job	29	14	76%
49	Transition Toolkit	533	105	53%
2	Transition Update	24	2	57%
3	Customized training: Transition Activities	114	4	71%
1	Customized training: Writing Post-Secondary Goals	4	1	57%
4	Customized training: Writing Transition Plans	82	10	70%

Interagency Agreements with School Districts: A Total of 121 districts signed Interagency Agreements with Arkansas Transition Services (ATS) in an effort to establish a more effective working relationship. These districts have close working relationships with their regional

transition specialists, including regular trainings and consultations.

Partnership with the National Secondary Transition and Technical Assistance Center: ATS continued its partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with ATS on a "Focus" school, West Memphis High School. In particular staff is working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. NSTTAC is providing financial and technical assistance along with Arkansas Transition Services. Data will be collected and reported to see what tools, assessments, curricula and practices were most effective.

Transition Toolkit Training: There were 48 trainings held with 529 participants representing 105 school districts. This training explains the components of the transition goals and services portion of the Arkansas IEP. Participants were provided instruction on how to use the Indicator 13 Checklist (OSEP approved) to complete state required forms 400-402 of the IEP. Participants were also provided information on various transition assessments and shown many samples. Many of these assessments are free and others are available for purchase. A group activity allowed participants to use the Indicator 13 checklist to write goals and activities for a sample student. Participants were also presented with a CD containing a variety of assessments, curricula and tools, including the Indicator 13 tool for writing effective transition plans. Participant pre- and post-test scores revealed a 53% increase in knowledge and skills as an outcome of the training.

Roundtable Meeting: Fourteen (14) teachers representing six districts attended the annual roundtable meeting. The meeting provided teachers of Transition classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.

Person-Centered Planning Training: There were 36 teachers/administrators from 14 school districts which participated in the three Person-Centered Planning trainings. Participant pre- and post-test scores revealed a 70% increase of knowledge and skills. The training was provided to individuals from around the state in an effort to promote PCP in the districts. This past year ATS also facilitated meetings for students around the state. During the meetings action plans are developed for which ATS provides general follow up and assistance in implementation, if needed.

Transitions Class - Getting Started: There were five "Getting Started" trainings held in 2009-10 with approximately 58 teachers/administrators participating. This training provides attendees with tools and instructions needed to start a Transitions Class. Attendees learn what a Transitions Class is, how it benefits the students, and all the needed forms to establish a class. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities are discussed. Attendees receive a manual of resources and tools to help establish a class, as well as to use in the classroom.

Transitions Class - Integrating Ideas: There were three "Integrating Ideas" trainings held with 40 teachers/administrators participating. Participant pre- and post-test scores revealed a 71% increase of knowledge and skills. The training is for teachers that have attended the Transition Class: Getting Started training. This training provides attendees with a comprehensive overview of a Transitions Class. Attendees receive a general scope and sequence of the class as well as suggestions and a preview of possible materials to use in the classroom. Lesson plans are also presented to help the class run smoothly and accomplish the goal of improving post-school outcomes. There is a Q & A time for teachers and a "share" time to gather strategies and ideas from other teachers teaching a Transitions Class. Statewide trainings are generally offered twice a year.

Transitions Class - Getting the Job: One "Getting the Job" training was held in 2009-10 with 29 participants representing 14 districts. This training individualizes the classes for the teachers to help their programs show success and growth. Teachers are provided a workbook and more in-depth training and tools on how to recruit employers in their geographic areas. The training focuses on incorporating a community based program if the transition plan indicates that need. Participant pre- and post-test scores revealed a 76% increase in knowledge and skills as an outcome of the training.

Local Consults: ATS consultants have provided upon request approximately 83 consults to districts within their regions. These consults consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provide these consults on a monthly basis to support implementation through ongoing technical assistance. There have been great results from these consults, including "Transitions Tuesdays," at one district. Forrest City High School consists of all teachers teaching Transition Activities that are on their Transition Plans to help make post-school outcomes a reality. The teachers are given a conference period daily to plan, make arrangements for field trips, do assessments, and then instruct on Tuesdays. Their consultant observes one Tuesday a month to ensure they are meeting the needs of the students' Transition Plans. The consultant also comes another day a month for instruction and input based on the previous observations.

CASSP Teams: ATS consultants participated on Child and Adolescent Service System Program (CASSP) teams serving approximately 38 students.

Transition Orientation Nights for Parents: Approximately ten Transition Orientation Nights for Parents took place in 2009-10. These events present general information on the transition process to parents and provide them an opportunity to ask questions and participate in the assessment process. Many have had agencies attend also to provide information on various services.

Transition Fairs/Agency Fests: Transition Fairs/Agency Fests are an opportunity for students and families to learn about area agencies and services they provide. Approximately 12 Transition Fairs/ Agency Fests were held throughout the State. Several more are currently being planned.

Transition Youth Conference: The annual Youth Conference was held in Hope, AR in Oct. 2009 and another was held in Magnolia, AR. Students with disabilities from 13 school districts

of that Co-op area attended. Training has been developed for others to learn how to hold these throughout the state.

Presentations at State and National Meetings: ATS provided presentations on various Transition topics and practices at several state and national conferences including: Arkansas Council for Exceptional Children, SEAS Forum, Developmental Disabilities Conference, SEU's Data and Research Data Conference, and OSEP's Leadership Conference. A youth panel of current and former students and the Clinton School District that is implementing Check and Connect presented at the 2009 Transition Summit and the National State Planning Institute in May 2010.

Cadre Meetings: Cadre meetings are held at least twice a year to present team leaders with the latest information and professional development. A Cadre meeting was held in December 2009 with a focus on the Self-Advocacy Strategy and writing post-secondary and annual goals for students with disabilities. Fifty participants were in attendance and each team received curriculum materials.

A cadre meeting for leaders and co-leaders of local teams around the state was also held February 25-26 in Little Rock. This meeting provided teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing post-secondary goals was presented by NSTTAC consultants and teams were given time to update their team plans.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services attended this annual meeting in May 2010 to continue work on a state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve the data collection process in an effort to improve post-school outcomes. ATS will again attend and hope to present in May 2011. ATS also helped provide a youth panel which presented in a general session at the Institute. These were students that also presented at the ATS state conference.

Arkansas Youth United: The ATS Consultant in Northwest Arkansas collaborated with Arkansas Youth United (AYU) in providing a Transition Fair in NW Arkansas. Two parent resource panels were held for parents, teachers and others needing resources in collaboration with AYU. An AYU employee also represented students with disabilities on a youth panel at NSTTAC's Institute.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy training was offered six (6) times in 2009-10 with 57 participants representing 20 districts. The Self-Advocacy Strategy is a motivation and self-determination approach designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy. At least five districts have purchased the curriculum. Participant pre- and post-test scores revealed a 59% increase in knowledge and skills as an outcome of the training.

Relates to Indicators:
Indicator 13 Checklist Item #1: Student participation in identification of postsecondary goals.
Indicator 13 Checklist Item #7: Student involvement in identification of strengths, needs, and preferences within transition assessment process.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): There were five (5) "TAKE OFF!" trainings offered in 2009-10 and 87 teachers/administrators participated. This training is offered to teachers to show how to implement an exit portfolio for Senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), maintaining agency contacts and correspondence in a portfolio, taking qualifying assessments for enrollment in post-secondary schools and maintaining results, and culminating with a portfolio overview on the exit conference. The training also includes parental involvement activities to facilitate their knowledge of and agreement with the focus of the portfolio. Participant pre- and post-test scores yielded a 65% increase in knowledge and skills as an outcome of the training. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, more than 100 parent manuals and teacher manuals have been distributed and more than 1,000 student graduation packets have been distributed.

Arkansas Transition Summit: The fourth annual Arkansas Transition Summit was held October 1-2, 2009 to provide existing teams and newly-formed teams an opportunity to meet and focus on student- focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs. National speakers with expertise in these areas presented general and breakout sessions. Arkansas teachers and agency personnel also presented on successful programs in an effort to encourage other teachers to replicate them. Each team had four different planning sessions to assess needs, set goals and develop an action plan to achieve those goals. More than 200 participants attended from 35 teams. ATS staff will encourage local teams to continue meeting to further their planning process. Cadre meetings will also help this effort. Follow-up with these teams will be provided by regional transition consultants. The Fifth Annual Arkansas Transition Summit is scheduled for October 11-13, 2010.

College Bound 2010: This annual event was held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, AR. There were 17 students with disabilities and 14 parents/professionals in attendance that participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound students in an effort to obtain information about College Bound's effectiveness to enhance College Bound 2011. College Bound 2011 is scheduled for June 15-17, 2011 at UCA.

Transition Retreat: On December 10-11, 2009, 14 special education teachers and supervisors from three school districts attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the participants the opportunity to learn about and examine age appropriate Transition assessments, what they measure, the applicable population, guidelines for test administration, etc. The participants were shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition

	plan. This will be an annual event.
	Division on Career Development and Transition: ATS collaborated with the Division on Career Development and Transition to provide a pre-conference workshop on the Transition Planning Inventory (TPI) Assessment at the Arkansas Council for Exceptional Children conference in November 2009. More than 100 individuals attended the workshop to learn about the assessment tool. Arkansas Transition Services provided information on the TPI in the Transition Toolkit training.
	College Camp at UALR: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for this four-day college camp for students with hearing impairments. The camp provided a picture of life on a college campus. Students attended workshops and were housed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsorship of one student to attend. Arkansas Transition Services will collaborate with PEPNet again in July 2010 by serving on the Marketing and Program committees.
FFY 2010	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
FFY 2011	100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
FFY 2012	100% of youth aged 16 and above have 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   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 youth with IEP 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 an IEP 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 funding coordination); development of a comprehensive plan for communication and the dissemination of transition information for youth with an IEP; 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 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 youth with IEPs 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   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 IEPs 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 IEPs will identify realistic career goals, including entry into postsecondary educational settings.

The CIRCUIT service request process will be expanded to offer earlier interventions for students at risk of dropping out. The expansion will include the use of the P.O.I.S.E. team as an intervention for students prior to age 14. 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 ADE-SEU, provides funding to support the employment of a 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 IEPs. Research shows that the better the collaboration at the local and state levels, the better the outcomes for youth with IEPs.

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 youth with IEPs;
- develop goals and action steps for local Transition Teams; and
- 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 youth with IEPs within the local community or county.

The Secondary Transition Team will provide training on effective transition planning, person centered planning, how to write a meaningful transition plan, assistive technology, and technical assistance opportunities; continue the Self-Determination in Arkansas project (SDAR); host the Transition Summit, local transition team meetings, and the Transition Institute; and participate in the Arkansas Youth Leadership Forum and College Bound Arkansas.

FFY 2007   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. CIRCUIT, HighSchoolMatters.com and the P.O.I.S.E. team will continue to be utilized as vehicles for improving outcomes related to 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.

The Changing Outcomes through Retention Elements (C.O.R.E.) project will identify a longitudinal cohort of ninth graders beginning with the 2007-2008 school year and will be available to all public school districts, open-enrollment charter schools, and state-operated educational programs. Ninth grade 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 students 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 related to student performance. P.O.I.S.E. Technical Advisory Teams will coordinate interventions based upon disaggregated data. The IDEA Data & Research Office will develop an evaluation methodology for the C.O.R.E. project.

Additional activities aimed at improving secondary transition will be conducted throughout the year by the P.O.I.S.E. staff.

The Secondary Transition Team Training and Events include:

- Training on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC) in districts throughout Arkansas. Data obtained will be used to improve transition services. This is included in a comprehensive assessment training provided to teachers. Teachers are given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- Continued partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team is working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. NSTTAC along with the team from the Arkansas Transition Services is providing financial and technical assistance. Data will be collected and reported to determine what tools, assessments, curricula and practices were most effective.
- Participation in the Arkansas Youth Leadership Forum. This event is put on by Arkansas Rehabilitation Services and information for one of the sessions is presented by a transition consultant. This forum is designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session students are provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills they will need for post-secondary education and the work place.
- The website www.highschoolmatters.com went online in 2006 and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, located at http://arkansastransition.com. Each transition consultant has a focus area and one consultant serves as the webmaster. The website is continually updated.
- Person-Centered Planning Training and facilitation of meetings.
- Training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training to date. Each attendee receives a manual that serves as a guide in developing a Transitions Class.
- Transitions II Class Training is being developed. This training assists teachers in designing unique programs to enhance student growth and outcomes. Teachers are provided a workbook and receive in depth training and tools on how to successfully recruit employers in their areas. The training focuses on incorporating a community based program into a student's transition plan when that need is indicated.
- Self-Advocacy Strategy Training: The Self Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participation in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:
    - Item #1: Student participation in identification of postsecondary goals

- o Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost). This training is offered to teachers on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
  - o how students can assist in writing their Summary of Performance (SOP)
  - o storing all agency contacts and correspondence in a portfolio
  - o maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
  - o activities to engage parents in the transition process

  Districts have the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.
- Arkansas Transition Summit, February 6-7, 2008. The third annual transition summit will provide existing teams and new teams an opportunity to come together to focus on student focused planning and interagency collaboration, in an effort to improve post-school outcomes for youth with IEPs. National speakers with expertise in these areas will present general sessions and breakout sessions. Arkansas teachers and agency personnel will also present successful programs in an effort to get other teachers to replicate them in their schools. Each team will have four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Local team meetings will continue to be encouraged so teams continue making progress on their plans. It is anticipated that over 200 participants will be in attendance
- The Fourth Annual Arkansas Transition Summit is set for October 1-2, 2009. The focus will be Family Involvement and Self-Determination. Previously identified teams will participate and continue work on current plans, as well as attend presentations by local and national presenters to revise and improve plans. Information on all the indicators will be discussed and plans will be developed by districts to improve outcomes for those indicators. Approximately 200 will attend.
- College Bound 2008 will be held June 18-20, 2008 at UCA in Conway, AR.
- Implementing a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language with a focus on parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Participation from various consultants on CASSP teams around the state.
- Plan and conduct Transition orientation nights for parents for each education cooperative area.
- Plan and conduct Transition fairs for students and families to learn about area agencies and services they provide.
- Sponsor Transition youth conferences throughout the State. Two youth conferences will be held in 2008, one in Southwest Arkansas and another in Southeast Arkansas in February targeting junior and senior high students with disabilities.
- Submit proposals for presentations on Transition activities at the state and national level.
- Attendance at the Secondary Transition State Planning Institute. Members of Arkansas Transition Services will attend this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Newsletters. Each Transition Consultant provides a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.

- College Camp at University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services will provide assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp will provide a real-life picture of life on a college campus. Students will attend workshops and stay in dormitories. Arkansas Transition Services will provide an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

FFY 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 the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide.

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-school Outcome Intervention for Special Education (P.O.I.S.E.) and Arkansas Transition Services (ATS). The activities for 2008-09 are presented below.

Transition Inservice: Trainings are provided prior to the start of each school year upon request. These typically provide a general overview of transition requirements and assessments but are customized to meet the needs of the requesting district.

Teacher Training: Teacher training will be provided in the summer of 2008 to districts throughout Arkansas on the Indicator 13 checklist which included a comprehensive assessment component. Teachers will be provided the National Secondary Transition Technical Assistance Center (NSTTAC) toolkit on the Indicator 13 checklist. This training is available at any time upon a district's request.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) will be provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. This training is available at any time upon a district's request.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training will be introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating implementation of exit portfolios for senior students with IEPs. It includes having students assist in writing their Summary

of Performance (SOP), maintaining all agency contacts and correspondence in a portfolio, participating in qualifying assessments and maintaining records of performance for enrollment in post secondary programs, and involving parents in activities to become knowledgeable in the portfolio's development. This training culminates with a portfolio overview at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

Transition Class: Getting Started (formerly How to Develop a 'Transitions' Class) Training: Since 2007, over 75 new Transitions classes have been established, with approximately 185 teachers and supervisors receiving the training. Each attendee receives a manual that serves as a guide in developing a Transitions class. Statewide trainings and regional trainings are held throughout the year.

Partnership with NSTTAC: The SEA maintains a partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the SEA on a "Focus" school, West Memphis High School. This project includes working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. Financial and technical assistance are being provided by NSTTAC and the Arkansas Transition Services. Data are collected and analyzed to determine effective tools, assessments, curricula and practices.

Annual Arkansas Transition Summit: ATS will begin preparation for the Fourth Annual Arkansas Transition Summit.

College Bound 2009: This activity will be held June 17-19, 2009 at University of Central Arkansas (UCA). Students, parents, and professionals will participate in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Inter-Agency Collaboration: Arkansas Transition Services will collaborate with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on Arkansas' PBS affiliate in the spring of 2009 which will provide information on the transition process including SSI, SSDI, applying for PASS plans, etc. In an effort to increase their knowledge and understanding of available services, the target audience will be parents and students.

Transition Youth Conferences: In October 2008, two Transition Youth Conferences will be held in southwest Arkansas, and another will be held in southeast Arkansas in February 2009. These conferences target junior and senior year students with disabilities in all school districts of each participating co-op area. Training has been developed to assist other co-ops throughout the state to conduct these conferences.

Transition Cadre Meetings: Cadre meetings will be held to present team leaders with the latest information and professional development. A cadre meeting will be held February 10-11, 2009 in Little Rock for leaders and co-leaders of local teams around the state. Tom Holub will provide teams with professional development on self-determination, specifically the initiation and implementation of self-determination practices with students with disabilities in their classrooms. In addition, information on indicators 1, 2, 13, and 14 will be presented by NSTTAC consultants and the Director of the IDEA Data & Research Office.

A second Cadre meeting will be held in June 2009. This meeting will provide professional development in Agency Collaboration and an opportunity to update team plan progress and plan for the October Summit. NSTTAC consultants along with a consultant from Oklahoma will present on topics including team work, parent involvement and planning of the Transition Summit.

Transition and Autism Spectrum Disorders (ASD): A Transition Planning and Preparation for Students with Asperger's and High Functioning Autism Workshop will be held February 12, 2009. Special education teachers, supervisors and vocational rehabilitation counselors will attend this all day training. This workshop will address issues related to transition to college for students with ASD, as well as introduce strategies to prepare, assess and work with this population. Strategies will also be provided for those students not planning to attend college.

Transition Retreat: The first Transition Retreat will be held on December 10 – 11, 2008 at the Winthrop Rockefeller Institute. Participants will be teachers and special education supervisors from three school districts. This retreat will afford school personnel the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments, what they measure, the population they are most appropriate for, guidelines for their administration, etc. The participants will be shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition plan.

Council for Exceptional Children Training: Arkansas Transition Services will collaborate with Division on Career Development and Transition and KUDER to provide a pre-conference workshop at the Arkansas Council for Exceptional Children conference to be held November 2008 on the KUDER Career Planning System. Approximately forty teachers will attend to learn about the assessment tool. Arkansas Transition Services will provide additional training on how to use the KUDER in the implementation of an effective transition plan.

Collaboration with Arkansas Youth United: The northwest Arkansas Transition Consultant will collaborate with Arkansas Youth United to provide Transition Fairs in northwest Arkansas. This group will participate in the College Bound program and in the Arkansas Transition Summit to improve indicator outcomes.

College Camp at University of Arkansas at Little Rock (UALR): In collaboration with PEPNet, Arkansas Transition Services will provide assistance in recruiting attendees of this four day college camp for students with hearing impairments. The camp provides attendees with a picture of life on a college campus. Students will attend workshops and stay in dormitories. Arkansas Transition Services will present an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet again in July 2009.

Transitions Class: Getting the Job: This workshop will be developed in 2008-09 and presented for the first time in the summer of 2009. Teachers who participate in the workshop will learn how to individualize their transitions classes to meet students' needs relative to post-school employment. Teachers will be provided with a workbook and in depth training and tools on how to recruit employers in their areas. The training focuses on incorporating a community based program if the transition plan indicates that need.

LEA Consultation: Arkansas Transition Services consultants will provide upon request consultations to districts throughout the state. These consultations consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants will provide these services on a monthly basis to ensure ongoing technical assistance.

You're Hired! Employment for Youth with Disabilities: In April, 2009, "You're Hired! Employment for Youth with Disabilities," will air on Arkansas' PBS affiliate. This program was designed and funded by the Employability Project, and Arkansas Transition Services participated by sharing information on transition planning. In an effort to increase their knowledge and understanding of available services, the target audience is parents and students. Copies of this program will be shared with districts throughout the state to use in local training with students and parents.

Transition Orientation Nights for Parents: Ten Transition Orientation Nights for Parents will be held. These events will present general information on the transition process and provide parents an opportunity to ask questions and participate in the assessment process. Agency representatives will participate in some of these events to provide information on their services.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Dropout Prevention Center and the National Post-School Outcomes Center.

P.O.I.S.E activities related to this indicator were:
Check and Connect Program: The P.O.I.S.E. coordinator will attend a Check and Connect Training sponsored by the Institute on Community Integration at the University of Minnesota. The Check and Connect model is designed to promote students' engagement with school, reduce dropout, and increase school completion. P.O.I.S.E began offering technical assistance (regional) in the Check and Connect model to a network of local school districts that triggered in both indicator 1 (graduation) and 2 (dropout) to develop frameworks for school completion. To expand Check and Connect across the State, Arkansas Transition Services will provide opportunities along with P.O.I.S.E.

Making the Connection Across Indicators 1, 2, 13, 14 Workshop: In September 2008, a team from Arkansas will participate in this workshop sponsored by the North Central Regional Resource Center and Southeast Regional Resource Center in Kansas City, KS. The P.O.I.S.E. staff will provide professional development opportunities on Making the Connection Across Indicators 1, 2, 13, and 14 and will use this process in local school districts that requests assistance through CIRCUIT.

FFY 2009   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.

CIRCUIT and the website http://arkansastransition.com will continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

P.O.I.S.E will undertake the following activities in 2009-10:
Collaborations:
- Arkansas Greater Graduation Initiative: P.O.I.S.E. will continue to participate in the Arkansas Greater Graduation initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts.
- Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. will continue the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade

Academies for dropout prevention was established with funds being provided by Career education for schools that volunteer to complete the training requirements.

- National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will convene a team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009.
- National Post-school Outcome Center Collaboration: The P.O.I.S.E. staff will participate in the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research will provide state and district level data to the team for the meeting. Additionally, Arkansas's pilot process will be shared with participants.
- Little Rock School District: The P.O.I.S.E. staff will continue to work with Little Rock School District.

Other P.O.I.S.E. activities for 2009-10 will include:
- P.O.I.S.E. website: www.poisedforgraduation.org will be updated.
- Check and Connect Program: P.O.I.S.E. and Arkansas Transition Services will participate and provide training opportunities to local education agencies.
- Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project will continue to expand and will work with the Arkansas IDEA Data & Research Office to develop and present to LEA supervisors in the Arkansas River Education Service Cooperative a rudimentary assessment of a local Early Warning System.

Arkansas Transition Services will undertake the following in 2009-10:
Collaborations:
- Interagency Agreements with School Districts
- Partnership with the National Secondary Transition and Technical Assistance Center
- Division on Career Development and Transition
- Arkansas Youth United
- College Camp at UALR in collaboration with PEPNet

ATS will provide the following training opportunities across the state:
- Person-Centered Planning Training
- Transition Toolkit Training
- Transitions Class - Getting Started
- Transitions Class - Integrating Ideas
- Transitions Class - Getting the Job
- Self-Advocacy Strategy Training
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost)

Other ATS activities will include:
- Roundtable Meeting: The meeting provides teachers of transitions classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.
- Local Consults: ATS consultants will provide services upon request to districts within their regions.
- Arkansas Transition Summit: The fourth annual Arkansas Transition Summit will be held October 1-2, 2009 and provide existing teams and new teams an opportunity to come together to focus on

student focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs.

- College Bound 2010: The annual event will be held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, Arkansas.
- CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.
- ATS will support Transition Orientation Nights for Parents
- ATS will support Transition Fairs/Agency Fests
- Transition Youth Conference: The annual Youth Conference will be held in Hope, Arkansas in October 2009
- ATS will make presentations at State and National Meetings
- Cadre meetings will be held at least twice a year to present team leaders with the latest information and professional development.
- A cadre meeting for leaders and co-leaders of local teams around the state will be held February 25-26, 2010 in Little Rock. The meeting will provide teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing post-secondary goals will be presented by NSTTAC consultants.
- Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2010 to continue work on the state plan to improve indicator outcomes.
- Check and Connect Program: In September 2009, ATS and members from three school districts will receive training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention.
- ATS will host a transition retreat on December 10-11, 2009 for Special Education Supervisors and teachers from three school districts at the Winthrop Rockefeller Institute.

FFY 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 the website http://arkansastransition.com will continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

The P.O.I.S.E. Technical Advisory Teams will expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Fifth Annual Arkansas Transition Summit is set for October of 2010.
Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

The P.O.I.S.E. program in partnership with the ADE-SEU will apply for a technical assistance grant from the National Dropout Prevention Center.

FFY 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 implemented statewide.

CIRCUIT and the website http://arkansastransition.com will continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

The P.O.I.S.E. Technical Advisory Teams will expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.
The Annual Arkansas Transition Summit will be set for fall 2011.

FFY 2012   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 the website http://arkansastransition.com will continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

The P.O.I.S.E. Technical Advisory Teams will expand the Changing Outcomes through Retention Elements (C.O.R.E.) project.

The Arkansas Local Education Agency Resource Network (AR-LEARN) will continue to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students.

The Annual Arkansas Transition Summit will be set for fall 2012.

Monitoring Priority: Effective General Supervision Part B

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

    A. Enrolled in higher education within one year of leaving high school.

    B. Enrolled in higher education or competitively employed within one year of leaving high school.

    C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (20 U.S.C. 1416(a)(3)(B))

Measurement

    A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

    B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

    C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left 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.

With regard to 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, and continuing and adult education, including technical programs.

Baseline Data for FFY 2004
Not applicable

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	Arkansas has a six-year district sampling plan and is not sampling students. All special education students age 14-21 that leave special education for reasons of graduation, dropout, or reaching maximum age will be surveyed one-year after leaving, based on the sampling plan year in which the district was identified.
	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.
	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 contact list for youth with IEPs is then cross referenced with special education exits. A final list of youth to be surveyed for districts in the sampling year is compiled in the following February.
	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.
	The Special Education Performance Grant at Dawson Education Cooperative will contract with LifeTrack Services, Inc. to conduct the data collection between April 1, 2007 and June 30, 2007. The IDEA Data & Research Office will coordinate the collection with LifeTrack and conduct all analysis.
	In 2004-05, Arkansas undertook 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: 29.5% are working full time; 30.2% are working part time; 3.8% are in the military; 39.4% are attending a 4-year college/university;

	• 18.6% are attending a 2-year college; and • 1.4% are participating in vocational/technical programs. The individual analysis of special education and general education was not available at the time of submitting this report.
FFY 2006	Post-school Outcome Survey Results There were 47 districts sampled based on the stratified random sampling plan. From those 47 districts, Arkansas had 320 students that responded to the PSO survey request. Of the respondents, 270 youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school. This yielded an employment/postsecondary school rate of 84.38%. The survey revealed that 75.63% of leavers have been employed at some point in the year since exiting high school. However, only 39.38% have been enrolled in post secondary education. Only 15.63% have not been employed or enrolled in post secondary education in the year since leaving high school. Presented in Exhibit I-14.1 is a summary of survey results.

Exhibit I-14.1: Summary of Post-school Outcome Survey Results by Percentage

	Employment		Education		Combination of Education/ Employment				Overall
	Y	**N**	**Y**	**N**	**Both**	**Neither**	**Employed not Enrolled**	**Enrolled not Employed**	**Employed, Enrolled, or both**
# of Respondents	242	78	126	194	98	50	144	28	270
% of Total	75.63%	24.38%	39.38%	60.63%	30.63%	15.63%	45.00%	8.75%	84.38%

n = 320

Discussion of Survey Process and Representativeness
Student contact information, including demographics, were gathered from the State's Student Information System on the last Friday in May as outlined in Commissioner's Memo LS-07-119 (http://arkedu.state.ar.us/commemos/static/fy0607/3367.html). Once leaver data were cleaned and submitted to the Office of Special Education Programs as required under Section 618, contact information on students reported as graduates, dropouts, or reaching maximum age was compiled for the districts being sampled in the given year.

Arkansas adopted the post-school outcome questions from the National Post-school Outcomes Center. A copy of the survey is located in Appendix I. Demographic data, although on the survey form, were not collected as part of the survey. Student responses were cross-referenced with the contact information gathered via the SIS using student identifier.

LifeTrack Services, Inc. was contracted through the Special Education Performance Grant at Dawson Education Cooperative to conduct the PSO data collection between April 1, 2007 and June 30, 2007. The IDEA Data & Research Office coordinated the collection with LifeTrack and conducts all analysis. The scope of work outlined in the contract with LifeTrack Services included:

- The Dawson Education Cooperative in collaboration with the Arkansas IDEA Data & Research Office at University of Arkansas at Little Rock and the ADE-SEU will provide LifeTrack Services, Inc. with a list of questions to be included in the survey and a list of

      2006 leavers with name, address, telephone number, school code and student ID to be included in the survey.

- Between April 1, 2007 and June 30, 2007 LifeTrack Services will attempt 5 telephone calls to leavers identified by ADE-SEU.
- LifeTrack shall compile the responses and provide compilation reports to the Department by September 30, 2007.
- LifeTrack will provide the IDEA Data & Research Office with a complete data set, as well as survey reports for each district. An additional summary report will be provided for all students surveyed for that year.
- LifeTrack shall maintain the confidentiality of any and all information provided by representatives of the ADE-SEU. No information will be released to any other entity without the written consent of the Department.

The 2005-06 special education leaver data identified 862 students as graduates, dropouts, or reaching maximum age. The contact information for these students was forwarded to LifeTrack Services, Inc. in March 2007.

LifeTrack began contacting former students in April and continued the phone survey through June 2007. Although steps were taken to verify contact information, 42.8% (369) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 493 or 57.2% of leavers. LifeTrack Services exceeded their commitment of 5 telephone attempts by making a 6th attempt to all remaining telephone numbers that were not disconnected or wrong numbers. Exhibit I-14.2 provides an overview of the outcome of student contact information.

Exhibit I-14.2: Outcome of Student Contact Information

Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey's	Responders Rate Based on Valid Contact Information
862	369	493	320	64.9%

An analysis of representativeness was conducted on number of leavers and responders based on racial/ethnic and disability composition. The analysis revealed that responders were relatively similar to the composition of leavers over all for racial/ethnic groups and disability categories. These findings are presented in Exhibit I-14.3 and Exhibit I-14.4.

Exhibit I-14.3: Racial/Ethnic Representativeness of Survey Responders by Percentage

	American Indian/ Alaskan Native	Asian/Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)
Leavers	0.34%	0.81%	23.90%	4.06%	70.77%
Responders	0.32%	0.95%	23.49%	3.81%	71.43%
Difference	0.02%	-0.14%	0.41%	0.25%	-0.66%

Exhibit I-14.4: Disability Representativeness of Survey Responders by Percentages

	Autism	Emotional Disturbance	Hearing Impaired	Multiple Disabilities	Mental Retardation
Leavers	1.86%	1.97%	3.71%	2.44%	20.77%
Responders	2.22%	1.90%	3.49%	3.17%	18.73%
Difference	-0.37%	0.07%	0.22%	-0.74%	2.04%

	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Speech/ Language Impairment	Traumatic Brain Injury
Leavers	15.66%	0.23%	51.74%	1.39%	0.23%
Responders	18.09%	0.63%	49.21%	2.22%	0.32%
Difference	-2.43%	-0.40%	2.53%	-0.83%	-0.09%

However, the same analysis conducted at the district level found the response rate in some programs was not representative. Additional activities will be incorporated into the data preparation to ensure contact information is as up to date as possible. Activities will include (1) giving districts an additional opportunity to verify contact information and (2) the IDEA Data & Research Office will provide districts with a draft letter they can use to notify former students of the upcoming survey. These will provide opportunities to update contact information prior to sending the final student list to LifeTrack Services, Inc. thus increasing the possibility of having valid contact information.

FFY 2007	84.4% of youth who had IEPs (leaving school in 2006-07), are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
FFY 2008	84.5% of youth who had IEPs (leaving school in 2007-08), are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
FFY 2009	Part B Indicator 14 is considered a new indicator this year. The State developed (a) a new baseline using the language of the revised measurement table (May 2010), (b) three, new measurable and rigorous targets, and (c) improvement activities.

FFY	Measurable and Rigorous Target
FFY 2009	A. 12.86% will be enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. B. 48.55% will be enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. 59.34% will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Actual Target Data for FFY 2009:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 31/241 = 12.86%

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 117/241 = 48.55%

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 143/241 = 59.34%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:
Of the 780 leavers of 2008-09, 241 former students completed the survey. The analysis of the respondents answers found that 12.86% of former students were enrolled in higher education with another 5.60% enrolled in other postsecondary education or training programs. In regards to employment, 35.68% of respondents indicated that they were competitively employed and an additional 6.22% were engaged in other employment. Furthermore, there were 40.66% of respondents not engaged in any form of postsecondary education or employment. Exhibit I-14.1 provides the numbers and rate for each category of postsecondary education and employment.

Exhibit I-14.1: The Number and Rate of Responses by Post-Secondary Activity

1. Higher Education	2. Competitively Employed	3. PostSecondary Education or Training	4. Other Employed	5. Other or not Engaged	Total
31 (12.86%)	86 (35.68%)	11 (5.60%)	15 (6.22%)	98 (40.66%)	241 (100%)

Of the five (5) categories presented above, the first three (3) are used to calculate the Indicator measurements. The calculation with baseline data is presented below.

A: (31/241)*100 = 12.86%
B: ((31+86)/241)*100 = 48.55
C: ((31+86+11)/241)*100 = 59.34%

LifeTrack began contacting former students in May and continued with phone surveys through July 2010. Although steps were taken to verify contact information, 42.8% (369) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 250 or 32.052% of leavers. LifeTrack Services exceeded their contractual commitment of 5 telephone attempts by making a 6th attempt to all remaining telephone numbers that were not disconnected or wrong numbers. Exhibit I-14.2 provides an overview of the outcome of student contact information.

Exhibit I-14.2: Outcome of Student Contact Information

Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey's	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
780	530	250	241	96.40%	30.90%

An analysis of representativeness was conducted, by the IDEA Data & Research Office, on the characteristics of disability type, ethnicity, and dropout on the respondent group to determine whether the youth who responded to the surveys were similar to or different from the total population of youth with an IEP who exited school in 2008-09.

A significant difference between the Respondent Group and the Target Leaver Group is measured by a difference of ±3%. The rate of difference was adopted from the National Post-School Outcomes Center calculator. The negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness.

The analysis revealed that responders were under-represented in the racial group Black and were over-represented of the racial group white. Disability representativeness is relatively similar to the composition of leavers over all for racial/ethnic groups and disability categories. These findings are presented in Exhibit I-14.3, Exhibit I-14.4, and Exhibit I-14.5 and the categories with a ±3% difference are in bold.

Exhibit I-14.3: Racial/Ethnic Representativeness of Survey Responders by Percentage

	American Indian/ Alaskan Native	Asian/Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)
Leavers	0.13%	1.15%	26.79%	6.28%	65.64%
Responders	0.00%	1.66%	19.92%	4.56%	73.86%
Difference	-0.13%	0.51%	**-6.88%**	-1.72%	**8.22%**

Exhibit I-14.4: Disability Representativeness of Survey Responders by Percentages

	Autism	Emotional Disturbance	Hearing Impaired	Multiple Disabilities	Mental Retardation
Leavers	1.79%	0.00%	0.90%	1.03%	2.82%
Responders	1.66%	0.00%	0.00%	0.83%	2.90%
Difference	-0.14%	0.00%	-0.90%	-0.20%	0.08%

	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Speech/ Language Impairment	Traumatic Brain Injury
Leavers	19.36%	0.26%	55.13%	1.41%	0.51%
Responders	21.58%	0.00%	52.70%	1.24%	0.41%
Difference	2.22%	-0.26%	-2.43%	-0.17%	-0.10%

Exhibit I-14.5: Reason of Exit Representativeness of Survey Responders by Percentage

	Graduated with a Regular Diploma	Graduated with a Certificate	Dropped Out	Reached Maximum Age
Leavers	78.72%	0.90%	20.26%	0.13%
Responders	81.74%	2.07%	15.77%	0.41%
Difference	**3.02%**	1.18%	**-4.49%**	0.29%

Selection Bias

As in the previous data collection efforts, Arkansas is under-represented in the categories of black and dropout. Improvement strategies will be developed to reach these categories of former students.

Missing Data

The overall response rate was 30.90%, which means out of 780 students who left school last year, the state is missing post-school outcome information for 69.10% (n = 539) of former students in the sample. The contractor contacting the students reported that the contact information was invalid for the majority of these youth and therefore these youth could not be contacted. An analysis of the missing data was conducted to determine patterns of missing information (i.e., did missing data vary across districts and disability categories). To address the missing and invalid contact information, an additional Improvement Activity is proposed for 2010-11. The Arkansas IDEA Data & Research Office will remind LEAs to inform students of the follow-up survey in the monthly newsletter. The Newsletter will also inform LEAs of the availability of the Be a Superstar YouTube video (available at http://www.youtube.com/watch?v=ERtdvLnS9LA) and will include copies of the parent and student fliers for distribution.

Targeted Activities:

Indicator 14 activities include technical assistance opportunities through the Arkansas Transition Services (ATS), P.O.I.S.E., ADE-SEU Monitoring and Program Effectiveness Unit (M/PE), and the Arkansas Local Education Agency Resource Network (AR-LEARN).

State partners in secondary and postsecondary education 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 is being implemented statewide.

CIRCUIT and the website http://arkansastransition.com continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

P.O.I.S.E activities related to this indicator were:

Arkansas Greater Graduation Initiative: P.O.I.S.E. participated in the Arkansas Greater Graduation Initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts. The Criminal Justice Institute, Arkansas Department of Education, and the Little Rock School District collaborated to create the grant application, the review process and protocol for technical assistance. Hot Springs, Forest City, Helena, Springdale, and the Little Rock School District submitted applications based upon the "Staying Power" strategies.

Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. continued the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade Academies for dropout prevention was established with curricular funds being provided by Career education for schools that volunteer to complete the training requirements.

National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. convened a combined district and state team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009. Ms. Deloris Massey from Hot Springs High School; Gina Williams and Adrienne Brown from McClellan High School, and Jacque Reese from AR-JEdI attended two full days of intense technical assistance. The local districts presented the action reports to their respective Dropout prevention teams for review and adoption of recommended strategies. The teams participated in follow-up webinars hosted by NDPC-SD.

National Post-School Outcome Center Collaboration: The P.O.I.S.E. staff in collaboration with the IDEA Data & Research Office presented during the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research provided state data and district data for the meeting. Arkansas's pilot process was shared with participants.

P.O.I.S.E. website: The P.O.I.S.E. website, www.poisedforgraduation.org was updated with links for dropout prevention to include the Arkansas River Education Service Cooperative (ARESC) website. ARESC is serving as a pilot site for Dropout Prevention in the region.

Check and Connect Program: P.O.I.S.E coordinator continues to provide Check and Connect Training opportunities and professional development for local school districts that triggered in the area of dropout or graduation. South Mississippi County School District (Middle School and High School) and McClellan High School/Little Rock are implementing the model with fidelity. Local districts that implemented components of the model were Brinkley, Hot Springs, and Mineral Springs.

Check and Connect is also being supported by Arkansas Transition Services. In September 2009, Arkansas Transition Services and members from three school districts received training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention. Clinton School District, after attending the training, began to fully implement the program.

Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project began to provide interventions in three Arkansas school districts for an initial cohort of ninth graders failing the first semester of the 2007-08 school year. In 2008-09, the C.O.R.E. project expanded to include select high schools in the Little Rock School District, the largest district in the State, as well as the continued participation of the three initial districts. In 2009-2010 the C.O.R.E. project, in Collaboration with IDEA Data & Research Center, developed a model data base with students that drop out of school. The intent was to collect and analyze reflective data from prior years to determine additional risk factors that lead to students leaving prior to graduation. The model was presented as training to the Arkansas River Education Service Cooperative Local Education Supervisors. The presentation was Arkansas's rudimentary assessment of a local Early Warning System.

Little Rock School District Collaborations:
- McCellan High School data-base profiles were developed to identify 9th graders with two risk factors during the first nine weeks: attendance of 80% or less, course failure in Algebra I, Civics and Language Arts. The building principal, data manager, counselors and dropout prevention teams provided immediate interventions for the target group. The process of student identification and provision of interventions was repeated after the second nine weeks to show student improvement, identify new students, and to intensify the interventions for specific students if warranted.
- P.O.I.S.E. staff participated (October-December 2009) on a committee that provided research and policy recommendations to the Little Rock School District Board of Directors for approval to establish a District Truancy Board to address attendance.

Arkansas Transition Services activities related to this indicator were:
In 2009-10, Arkansas Transition Services (ATS) provided over 175 professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures ― the percent change in knowledge and skills as a result of the training.

# o Trainings	Name of Activity	Participants	# of district's that attended	% improvement from pre-and post-test
3	Person Centered Planning	36	14	70
6	Self-Advocacy Strategy	7	20	59%
5	Take OFF	87	22	65%
4	Transition Class: Getting Started	64	12	66%
3	Transition Class: Integrating Ideas	73	22	71%
1	Transition Class: Getting the Job	29	14	76%
49	Transition Toolkit	533	105	53%
2	Transition Update	24	2	57%
3	Customized Training: Transition Activities	114	4	71%
1	Customized Training: Writing Post-Secondary Goals	4	1	57%
4	Customized Training: Writing Transition Plans	82	10	70%

Interagency Agreements with School Districts: A Total of 121 districts signed Interagency Agreements with Arkansas Transition Services (ATS) in an effort to establish a more effective

working relationship. These districts have close working relationships with their regional transition specialists, including regular trainings and consultations.

Partnership with the National Secondary Transition and Technical Assistance Center: ATS continued its partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with ATS on a "Focus" school, West Memphis High School. In particular staff is working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. NSTTAC is providing financial and technical assistance along with Arkansas Transition Services. Data will be collected and reported to see what tools, assessments, curricula and practices were most effective.

Transition Toolkit Training: There were 48 trainings held with 529 participants representing 105 school districts. This training explains the components of the transition goals and services portion of the Arkansas IEP. Participants were provided instruction on how to use the Indicator 13 Checklist (OSEP approved) to complete state required forms 400-402 of the IEP. Participants were also provided information on various transition assessments and shown many samples. Many of these assessments are free and others are available for purchase. A group activity allowed participants to use the Indicator 13 checklist to write goals and activities for a sample student. Participants were also presented with a CD containing a variety of assessments, curricula and tools, including the Indicator 13 tool for writing effective transition plans. Participant pre- and post-test scores revealed a 53% increase in knowledge and skills as an outcome of the training.

Roundtable Meeting: Fourteen (14) teachers representing six districts attended the annual roundtable meeting. The meeting provided teachers of Transition classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.

Person-Centered Planning Training: There were 36 teachers/administrators from 14 school districts which participated in the three Person-Centered Planning trainings. Participant pre- and post-test scores revealed a 70% increase of knowledge and skills. The training was provided to individuals from around the state in an effort to promote PCP in the districts. This past year ATS also facilitated meetings for students around the state. During the meetings action plans are developed for which ATS provides general follow up and assistance in implementation, if needed.

Transitions Class - Getting Started: There were five "Getting Started" trainings held in 2009-10 with approximately 58 teachers/administrators participating. This training provides attendees with tools and instructions needed to start a Transitions Class. Attendees learn what a Transitions Class is, how it benefits the students, and all the needed forms to establish a class. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities are discussed. Attendees receive a manual of resources and tools to help establish a class, as well as to use in the classroom.

Transitions Class - Integrating Ideas: There were three "Integrating Ideas" trainings held with 40 teachers/administrators participating. Participant pre- and post-test scores revealed a 71% increase of knowledge and skills. The training is for teachers that have attended the Transition Class: Getting Started training. This training provides attendees with a comprehensive overview of a Transitions Class. Attendees receive a general scope and sequence of the class as well as suggestions and a preview of possible materials to use in the classroom. Lesson plans are also presented to help the class run smoothly and accomplish the goal of improving post-school outcomes. There is a Q & A time for teachers and a "share" time to gather strategies and ideas from other teachers teaching a Transitions Class. Statewide trainings are generally offered twice a year.

Transitions Class - Getting the Job: One "Getting the Job" training was held in 2009-10 with 29 participants representing 14 districts. This training individualizes the classes for the teachers to help their programs show success and growth. Teachers are provided a workbook and more in-depth training and tools on how to recruit employers in their geographic areas. The training focuses on incorporating a community based program if the transition plan indicates that need. Participant pre- and post-test scores revealed a 76% increase in knowledge and skills as an outcome of the training.

Local Consults: ATS consultants have provided upon request approximately 83 consults to districts within their regions. These consults consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provide these consults on a monthly basis to support implementation through ongoing technical assistance. There have been great results from these consults, including "Transitions Tuesdays," at one district. Forrest City High School consists of all teachers teaching Transition Activities that are on their Transition Plans to help make post-school outcomes a reality. The teachers are given a conference period daily to plan, make arrangements for field trips, do assessments, and then instruct on Tuesdays. Their consultant observes one Tuesday a month to ensure they are meeting the needs of the students' Transition Plans. The consultant also comes another day a month for instruction and input based on the previous observations.

CASSP Teams: ATS consultants participated on Child and Adolescent Service System Program (CASSP) teams serving approximately 38 students.

Transition Orientation Nights for Parents: Approximately ten Transition Orientation Nights for Parents took place in 2009-10. These events present general information on the transition process to parents and provide them an opportunity to ask questions and participate in the assessment process. Many have had agencies attend also to provide information on various services.

Transition Fairs/Agency Fests: Transition Fairs/Agency Fests are an opportunity for students and families to learn about area agencies and services they provide. Approximately 12 Transition Fairs/ Agency Fests were held throughout the State. Several more are currently being planned.

Transition Youth Conference: The annual Youth Conference was held in Hope, AR in Oct. 2009 and another was held in Magnolia, AR. Students with disabilities from 13 school districts of that Co-op area attended. Training has been developed for others to learn how to hold these throughout the state.

<u>Presentations at State and National Meetings</u>: ATS provided presentations on various Transition topics and practices at several state and national conferences including: Arkansas Council for Exceptional Children, SEAS Forum, Developmental Disabilities Conference, SEU's Data and Research Data Conference, and OSEP's Leadership Conference. A youth panel of current and former students and the Clinton School District that is implementing Check and Connect presented at the 2009 Transition Summit and the National State Planning Institute in May 2010.

<u>Cadre Meetings</u>: Cadre meetings are held at least twice a year to present team leaders with the latest information and professional development. A Cadre meeting was held in December 2009 with a focus on the Self-Advocacy Strategy and writing postsecondary and annual goals for students with disabilities. Fifty participants were in attendance and each team received curriculum materials.

A cadre meeting for leaders and co-leaders of local teams around the state was also held February 25-26 in Little Rock. This meeting provided teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing postsecondary goals was presented by NSTTAC consultants and teams were given time to update their team plans.

<u>Secondary Transition State Planning Institute</u>: Members of Arkansas Transition Services attended this annual meeting in May 2010 to continue work on a state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve the data collection process in an effort to improve post-school outcomes. ATS will again attend and hope to present in May 2011. ATS also helped provide a youth panel which presented in a general session at the Institute. These were students that also presented at the ATS state conference.

<u>Arkansas Youth United</u>: The ATS Consultant in Northwest Arkansas collaborated with Arkansas Youth United (AYU) in providing a Transition Fair in NW Arkansas. Two parent resource panels were held for parents, teachers and others needing resources in collaboration with AYU. An AYU employee also represented students with disabilities on a youth panel at NSTTAC's Institute.

<u>Self-Advocacy Strategy Training</u>: The Self-Advocacy Strategy training was offered six (6) times in 2009-10 with 57 participants representing 20 districts. The Self-Advocacy Strategy is a motivation and self-determination approach designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy. At least five districts have purchased the curriculum. Participant pre- and post-test scores revealed a 59% increase in knowledge and skills as an outcome of the training.

Relates to Indicators:
    Indicator 13 Checklist Item #1: Student participation in identification of postsecondary goals.
    Indicator 13 Checklist Item #7: Student involvement in identification of strengths, needs,

and preferences within transition assessment process.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): There were five (5) "TAKE OFF!" trainings offered in 2009-10 and 87 teachers/administrators participated. This training is offered to teachers to show how to implement an exit portfolio for Senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), maintaining agency contacts and correspondence in a portfolio, taking qualifying assessments for enrollment in post-secondary schools and maintaining results, and culminating with a portfolio overview on the exit conference. The training also includes parental involvement activities to facilitate their knowledge of and agreement with the focus of the portfolio. Participant pre- and post-test scores yielded a 65% increase in knowledge and skills as an outcome of the training. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, more than 100 parent manuals and teacher manuals have been distributed and more than 1,000 student graduation packets have been distributed.

Arkansas Transition Summit: The fourth annual Arkansas Transition Summit was held October 1-2, 2009 to provide existing teams and newly-formed teams an opportunity to meet and focus on student- focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs. National speakers with expertise in these areas presented general and breakout sessions. Arkansas teachers and agency personnel also presented on successful programs in an effort to encourage other teachers to replicate them. Each team had four different planning sessions to assess needs, set goals and develop an action plan to achieve those goals. More than 200 participants attended from 35 teams. ATS staff will encourage local teams to continue meeting to further their planning process. Cadre meetings will also help this effort. Follow up with these teams will be provided by regional transition consultants. The Fifth Annual Arkansas Transition Summit is scheduled for October 11-13, 2010.

College Bound 2010: This annual event was held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, AR. There were 17 students with disabilities and 14 parents/professionals in attendance that participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound students in an effort to obtain information about College Bound's effectiveness to enhance College Bound 2011. College Bound 2011 is scheduled for June 15-17, 2011 at UCA.

Transition Retreat: On December 10-11, 2009, 14 special education teachers and supervisors from three school districts attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the participants the opportunity to learn about and examine age appropriate Transition assessments, what they measure, the applicable population, guidelines for test administration, etc. The participants were shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition plan. This will be an annual event.

Division on Career Development and Transition: ATS collaborated with the Division on Career Development and Transition to provide a pre-conference workshop on the Transition Planning

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Inventory (TPI) Assessment at the Arkansas Council for Exceptional Children conference in November 2009. More than 100 individuals attended the workshop to learn about the assessment tool. Arkansas Transition Services provided information on the TPI in the Transition Toolkit training.

College Camp at UALR: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for this four-day college camp for students with hearing impairments. The camp provided a picture of life on a college campus. Students attended workshops and were housed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsorship of one student to attend. Arkansas Transition Services will collaborate with PEPNet again in July 2010 by serving on the Marketing and Program committees.

LifeTrack Services: ADE compiled a list of youth with IEPs from data on each district contained in the Arkansas Public School Computer Network (APSCN). The information was forwarded to LifeTrack Services, Inc. to generate survey mailings, conduct telephone survey follow ups and basic survey response analysis. ADE-SEU received a results analysis report from LifeTrack Services along with the raw data for additional analysis to be undertaken by the Arkansas IDEA Data & Research Office.

Post-school Outcomes Reports: The Arkansas IDEA Data & Research Office provided district and statewide reports on the survey results to the ADE-SEU and the State consultants for transition addressing secondary and postsecondary education. These reports provide valuable information on how Indicators 1, 2 and 13 can be enhanced, thus, leading to improved secondary transition plans, graduation rates and dropout rates.

PEPNet: A team representing deaf education, transition services, and vocational rehabilitation attended the PEP Net South regional meeting in Atlanta, Georgia. The meeting focused on identifying common concerns, possible strategies, and effective interagency collaboration related to transition for students who are deaf or hard of hearing. Participants were given access to a variety of tools and strategies for enhancing transition planning with students who are deaf or hard of hearing. Additionally, participants were given access to the online "Professional Learning Community" after the conference to continue to network with colleagues serving students who are deaf or hard of hearing.
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<tr><td>**FFY 2010**</td><td>
A. 13.00% will be enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. 49.00% will be enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. 60.00% will be enrolled in higher education, or in some other postsecondary education or
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	training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
FFY 2011	A. 13.10% will be enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. B. 49.10% will be enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. C. 60.10% will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
FFY 2012	A. 13.15% will be enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. B. 49.15% will be enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. C. 60.15% will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Improvement Activities/Timelines/Resources

FFY 2005   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 youth with IEPs 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-SEU 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 & Research Office.

The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU 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 one (1) and will be sampled a second time in year six (6). Summaries of the number of districts within each stratum as well as per year are 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

ADM	# Districts	ADM Strata
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
Total	**264**	

Table 2. Randomization Summary Counts per Year and ADM Strata

Sampling Year	ADM Strata by Count of LEA						Grand Total
	1	2	3	4	5	6	
1	25	13	6	2	1	1	48
2	26	14	5	2	1		48
3	23	12	5	2	1		43
4	22	13	4	2	1		42
5	22	12	5	1			40
6	26	12	4	1		1	43
Grand Total	**144**	**76**	**29**	**10**	**4**	**2**	**264**

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 surveyed in spring 2007 is presented in Table 3.

Table 3. Post-school Outcomes Survey Districts by Sampling Year 1 (2005-06) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
1305	CLEVELAND COUNTY	1	1
1503	NEMO VISTA	1	1
1702	CEDARVILLE	1	1
1805	TURRELL	1	1
2305	MAYFLOWER	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

FFY 2006   ADE will compile a list of youth with IEPs 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-SEU 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 & Research Office.

The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU 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.

The Secondary Transition Team will provide training on effective transition planning, person centered planning, how to write meaningful transition plans, assistive technology, and technical assistance opportunities; continue the Self-Determination in Arkansas project (SDAR); host the Transition Summit, local transition team meetings, and the Transition Institute; and participate in the Arkansas Youth Leadership Forum and College Bound Arkansas.

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

Table 4. Post-school Outcomes Survey Districts by Sampling Year 2 (2006-07) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
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
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

FFY 2007   ADE will compile a list of youth with IEPs 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-SEU 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 & Research Office.

The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU 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.

Additional activities aimed at improving post-school outcomes will be conducted throughout the year by the P.O.I.S.E. staff.

The Secondary Transition Team Training and Events include:
- Training on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC) in districts throughout Arkansas. Data obtained will be used to improve transition services. This is included in a comprehensive assessment training provided to teachers. Teachers are given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- Continued partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team is working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. NSTTAC along with the team from the Arkansas Transition Services is providing financial and technical assistance. Data will be collected and reported to determine what tools, assessments, curricula and practices were most effective.
- Participation in the Arkansas Youth Leadership Forum. This event is put on by Arkansas Rehabilitation Services and information for one of the sessions is presented by a transition consultant. This forum is designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session students are provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills they will need for post-secondary education and the work place.
- The website www.highschoolmatters.com went online in 2006 and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, located at http://arkansastransition.com. Each transition consultant has a focus area and one consultant serves as the webmaster. The website is continually updated.
- Person-Centered Planning Training and facilitation of meetings.
- Training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training to date. Each attendee receives a manual that serves as a guide in developing a Transitions Class.
- Transitions II Class Training is being developed. This training assists teachers in designing unique programs to enhance student growth and outcomes. Teachers are provided a workbook and receive in depth training and tools on how to successfully recruit employers in their areas. The training focuses on incorporating a community based program into a student's transition plan when that need is indicated.

- Self-Advocacy Strategy Training: The Self Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participation in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:
    - Item #1: Student participation in identification of postsecondary goals
    - Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost). This training is offered to teachers on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
    - how students can assist in writing their Summary of Performance (SOP)
    - storing all agency contacts and correspondence in a portfolio
    - maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
    - activities to engage parents in the transition process

  Districts have the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.
- Arkansas Transition Summit, February 6-7, 2008. The third annual transition summit will provide existing teams and new teams an opportunity to come together to focus on student focused planning and interagency collaboration, in an effort to improve post-school outcomes for youth with IEPs. National speakers with expertise in these areas will present general sessions and breakout sessions. Arkansas teachers and agency personnel will also present successful programs in an effort to get other teachers to replicate them in their schools. Each team will have four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Local team meetings will continue to be encouraged so teams continue making progress on their plans. It is anticipated that over 200 participants will be in attendance
- The Fourth Annual Arkansas Transition Summit is set for October 1-2, 2009. The focus will be Family Involvement and Self-Determination. Previously identified teams will participate and continue work on current plans, as well as attend presentations by local and national presenters to revise and improve plans. Information on all the indicators will be discussed and plans will be developed by districts to improve outcomes for those indicators. Approximately 200 will attend.
- College Bound 2008 will be held June 18-20, 2008 at UCA in Conway, AR.
- Implementing a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language with a focus on parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Participation from various consultants on CASSP teams around the state.
- Plan and conduct Transition orientation nights for parents for each education cooperative area.
- Plan and conduct Transition fairs for students and families to learn about area agencies and services they provide.
- Sponsor Transition youth conferences throughout the State. Two youth conferences will be held in 2008, one in Southwest Arkansas and another in Southeast Arkansas in February targeting junior and senior high students with disabilities.

- Submit proposals for presentations on Transition activities at the state and national level.
- Attendance at the Secondary Transition State Planning Institute. Members of Arkansas Transition Services will attend this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Newsletters. Each Transition Consultant provides a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.
- College Camp at University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services will provide assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp will provide a real-life picture of life on a college campus. Students will attend workshops and stay in dormitories. Arkansas Transition Services will provide an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.

The ADE-SEU will launch the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA), assisting the Arkansas Department of Education in responding to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

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

Table 5. Post-school Outcomes Survey Districts by Sampling Year 3 (2007-08) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
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

FFY 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 the subsequent years. Additional local school district and postsecondary partners will be added as these initiatives continue to be deployed and implemented statewide.

Targeted activities for this indicator are conducted by the ADE-SEU M/PE, Post-school Outcome Intervention for Special Education (P.O.I.S.E.) and Arkansas Transition Services (ATS). The activities for 2008-09 are presented below.

Transition Inservice: Trainings are provided prior to the start of each school year upon request. These typically provide a general overview of transition requirements and assessments but are customized to meet the needs of the requesting district.

Teacher Training: Teacher training will be provided in the summer of 2008 to districts throughout Arkansas on the Indicator 13 checklist which included a comprehensive assessment component. Teachers will be provided the National Secondary Transition Technical Assistance Center (NSTTAC) toolkit on the Indicator 13 checklist. This training is available at any time upon a district's request.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) will be provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. This training is available at any time upon a district's request.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training will be introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating implementation of exit portfolios for senior students with IEPs. It includes having students assist in writing their Summary of Performance (SOP), maintaining all agency contacts and correspondence in a portfolio, participating in qualifying assessments and maintaining records of performance for enrollment in postsecondary programs, and involving parents in activities to become knowledgeable in the portfolio's development. This training culminates with a portfolio overview at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

Transition Class: Getting Started (formerly How to Develop a 'Transitions' Class) Training: Since 2007, over 75 new Transitions classes have been established, with approximately 185 teachers and supervisors receiving the training. Each attendee receives a manual that serves as a guide in developing a Transitions class. Statewide trainings and regional trainings are held throughout the year.

Partnership with NSTTAC: The SEA maintains a partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post-school outcomes. NSTTAC is also working with the SEA on a "Focus" school, West Memphis High School. This project includes working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education teacher in implementing a Transitions Class. Financial and technical assistance are being provided by NSTTAC and the Arkansas Transition Services. Data are collected and analyzed to determine effective tools, assessments, curricula and practices.

Annual Arkansas Transition Summit: ATS will begin preparation for the Fourth Annual Arkansas Transition Summit.

College Bound 2009: This activity will be held June 17-19, 2009 at University of Central Arkansas (UCA). Students, parents, and professionals will participate in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Inter-Agency Collaboration: Arkansas Transition Services will collaborate with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on Arkansas' PBS affiliate in the spring of 2009 which will provide information on the transition process including SSI, SSDI, applying for PASS plans, etc. In an effort to increase their knowledge and understanding of available services, the target audience will be parents and students.

Transition Youth Conferences: In October 2008, two Transition Youth Conferences will be held in southwest Arkansas, and another will be held in southeast Arkansas in February 2009. These conferences target junior and senior year students with disabilities in all school districts of each participating co-op area. Training has been developed to assist other co-ops throughout the state to conduct these conferences.

Transition Cadre Meetings: Cadre meetings will be held to present team leaders with the latest information and professional development. A cadre meeting will be held February 10-11, 2009 in Little Rock for leaders and co-leaders of local teams around the state. Tom Holub will provide teams with professional development on self-determination, specifically the initiation and implementation of self-determination practices with students with disabilities in their classrooms. In addition, information on indicators 1, 2, 13, and 14 will be presented by NSTTAC consultants and the Director of the IDEA Data & Research Office.

A second Cadre meeting will be held in June 2009. This meeting will provide professional development in Agency Collaboration and an opportunity to update team plan progress and plan for the October Summit. NSTTAC consultants along with a consultant from Oklahoma will present on topics including team work, parent involvement and planning of the Transition Summit.

Transition and Autism Spectrum Disorders (ASD): A Transition Planning and Preparation for Students with Asperger's and High Functioning Autism Workshop will be held February 12, 2009. Special education teachers, supervisors and vocational rehabilitation counselors will attend this all day training. This workshop will address issues related to transition to college for students with ASD, as well as introduce strategies to prepare, assess and work with this population. Strategies will also be provided for those students not planning to attend college.

Transition Retreat: The first Transition Retreat will be held on December 10 – 11, 2008 at the Winthrop Rockefeller Institute. Participants will be teachers and special education supervisors from three school districts. This retreat will afford school personnel the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments, what they measure, the population they are most appropriate for, guidelines for their administration, etc. The participants will be shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition plan.

Council for Exceptional Children Training: Arkansas Transition Services will collaborate with Division on Career Development and Transition and KUDER to provide a pre-conference workshop at the Arkansas Council for Exceptional Children conference to be held November 2008 on the KUDER Career Planning System. Approximately forty teachers will attend to learn about the assessment tool. Arkansas Transition Services will provide additional training on how to use the KUDER in the implementation of an effective transition plan.

Collaboration with Arkansas Youth United: The northwest Arkansas Transition Consultant will collaborate with Arkansas Youth United to provide Transition Fairs in northwest Arkansas. This group will participate in the College Bound program and in the Arkansas Transition Summit to improve indicator outcomes.

College Camp at University of Arkansas at Little Rock (UALR): In collaboration with PEPNet, Arkansas Transition Services will provide assistance in recruiting attendees of this four-day college camp for students with hearing impairments. The camp provides attendees with a picture of life on a college campus. Students will attend workshops and stay in dormitories. Arkansas Transition Services will present an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet again in July 2009.

Transitions Class: Getting the Job: This workshop will be developed in 2008-09 and presented for the first time in the summer of 2009. Teachers who participate in the workshop will learn how to individualize their transitions classes to meet students' needs relative to post-school employment. Teachers will be provided with a workbook and in-depth training and tools on how to recruit employers in their areas. The training focuses on incorporating a community based program if the transition plan indicates that need.

LEA Consultation: Arkansas Transition Services consultants will provide upon request consultations to districts throughout the state. These consultations consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants will provide these services on a monthly basis to ensure ongoing technical assistance.

You're Hired! Employment for Youth with Disabilities: In April, 2009, "You're Hired! Employment for Youth with Disabilities," will air on Arkansas' PBS affiliate. This program was designed and funded by the Employability Project, and Arkansas Transition Services participated by sharing information on transition planning. In an effort to increase their knowledge and understanding of available services, the target audience is parents and students. Copies of this program will be shared with districts throughout the state to use in local training with students and parents.

Transition Orientation Nights for Parents: Ten Transition Orientation Nights for Parents will be held. These events will present general information on the transition process and provide parents an opportunity to ask questions and participate in the assessment process. Agency representatives will participate in some of these events to provide information on their services.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Dropout Prevention Center and the National Post-School Outcomes Center.

P.O.I.S.E activities related to this indicator were:

Check and Connect Program: The P.O.I.S.E. coordinator will attend a Check and Connect Training sponsored by the Institute on Community Integration at the University of Minnesota. The Check and Connect model is designed to promote students' engagement with school, reduce dropout, and increase school completion. P.O.I.S.E began offering technical assistance (regional) in the Check and Connect model to a network of local school districts that triggered in both indicator 1 (graduation) and 2 (dropout) to develop frameworks for school completion. To expand Check and Connect across the State, Arkansas Transition Services will provide opportunities along with P.O.I.S.E.

Making the Connection Across Indicators 1, 2, 13, 14 Workshop: In September 2008, a team from Arkansas will participate in this workshop sponsored by the North Central Regional Resource Center and Southeast Regional Resource Center in Kansas City, KS. The P.O.I.S.E. staff will provide professional development opportunities on Making the Connection Across Indicators 1, 2, 13, and 14 and will use this process in local school districts that requests assistance through CIRCUIT.

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

Table 6. Post-school Outcomes Survey Districts by Sampling Year 4 (2008-09) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
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

FFY 2009   The ADE-SEU will compile a list of youth with IEPs 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 survey follow ups and basic survey response analysis. The ADE-SEU 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 & Research Office.

The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU and the State consultants for transition addressing secondary and postsecondary education. These reports provide valuable information on how Indicators 1, 2 and 13 can be enhanced, thus, leading to improved secondary transition plans, graduation rates and dropout rates.

State partners in secondary and postsecondary education continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained.

CIRCUIT and the website http://arkansastransition.com continue to be utilized as vehicles for improving the outcomes related to the secondary transition indicator.

P.O.I.S.E will undertake the following activities in 2009-10:
Collaborations:
- Arkansas Greater Graduation Initiative: P.O.I.S.E. continue to participate in the Arkansas Greater Gradation initiative Phase II process to implement dropout prevention programs in 10 targeted local school districts.
- Ninth Grade Academies: Arkansas Department of Career Education and P.O.I.S.E. continue the collaboration to implement 9th grade redesign statewide. A joint training to support Ninth Grade Academies for dropout prevention will be established with funds being provided by Career education for schools that volunteer to complete the training requirements.
- National Dropout Prevention Center for Students with Disabilities Collaboration: P.O.I.S.E. will convene a team to attend Building Effective Practice in Dropout Prevention: A Summit for State and Local Education Agencies in Baltimore, MD, November 16-18, 2009.
- National Post-school Outcome Center Collaboration: The P.O.I.S.E. staff will participate in the National Post-school Outcome Data Use Toolkit Training hosted in Eugene Oregon, March 17-18, 2010. IDEA Data & Research will provide state and district level data to the team for the meeting. Additionally, Arkansas's pilot process will be shared with participants.
- Little Rock School District: The P.O.I.S.E. staff will continue to work with Little Rock School District.

Other P.O.I.S.E. activities for 2009-10 will include:
- P.O.I.S.E. website: www.poisedforgraduation.org will be updated.
- Check and Connect Program: P.O.I.S.E. and Arkansas Transition Services will participate and provide training opportunities to local education agencies.
- Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project will continue to expand and will work with the Arkansas IDEA Data & Research Office to develop and present to LEA supervisors in the Arkansas River Education Service Cooperative a rudimentary assessment of a local Early Warning System.

Arkansas Transition Services will undertake the following activities in 2009-10:
Collaborations:
- Interagency Agreements with School Districts
- Partnership with the National Secondary Transition and Technical Assistance Center
- Division on Career Development and Transition
- Arkansas Youth United
- College Camp at UALR in collaboration with PEPNet

ATS will provide the following training opportunities across the state:
- Person-Centered Planning Training
- Transition Toolkit Training
- Transitions Class - Getting Started
- Transitions Class - Integrating Ideas
- Transitions Class - Getting the Job
- Self-Advocacy Strategy Training
- TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost)

Other ATS activities will include:
- Roundtable Meeting: The meeting provides teachers of transitions classes the opportunity to come together to share ideas, concerns, resources and receive information on various resources that can enhance their transitions classes.
- Local Consults: ATS consultants will provide services upon request to districts within their regions.
- Arkansas Transition Summit: The fourth annual Arkansas Transition Summit will be held October 1-2, 2009 to provide existing teams and new teams an opportunity to discuss student focused planning and family involvement in an effort to improve post-school outcomes for youth with IEPs.
- College Bound 2010: The annual event will be held June 16-18, 2010 at the University of Central Arkansas (UCA) in Conway, Arkansas.
- CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.
- ATS will support Transition Orientation Nights for Parents
- ATS will support Transition Fairs/Agency Fests
- Transition Youth Conference: The annual Youth Conference will be held in Hope, Arkansas in October 2009
- ATS will make presentations at State and National Meetings
- Cadre meetings will be held at least twice a year to present team leaders with the latest information and professional development.
- A cadre meeting for leaders and co-leaders of local teams around the state will be held February 25-26, 2010 in Little Rock. The meeting will provide teams with professional development on TAKE OFF and the College Bound Arkansas program. Information on writing post-secondary goals will be presented by NSTTAC consultants.
- Secondary Transition State Planning Institute: Members of Arkansas Transition Services will attend this annual meeting in May 2010 to continue work on the state plan to improve indicator outcomes.
- Check and Connect Program: In September 2009, ATS and members from three school districts will receive training from the Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention.

- Transition Retreat: ATS will host a transition retreat on December 10-11, 2009 for Special Education Supervisors and teachers from three school districts at the Winthrop Rockefeller Institute.

Arkansas will submit an application for technical assistance from the National Post-School Outcomes Center.

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

Table 7. Post-school Outcomes Survey Districts by Sampling Year 5 (2009-10) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
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
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

FFY 2010   The ADE will compile a list of youth with IEPs 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. The ADE-SEU 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 & Research Office.

Arkansas IDEA Data & Research Office:
- The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU and the State consultants for transition addressing secondary and postsecondary education. These reports provide valuable information on how Indicators 1, 2 and 13 can be enhanced, thus, leading to improved secondary transition plans, graduation rates and dropout rates.
- The Arkansas IDEA Data & Research Newsletter will remind LEAs to inform students of the follow-up survey in the monthly newsletters. The Newsletter will also inform LEAs of the availability of the "Be a Superstar" YouTube video (available at http://www.youtube.com/watch?v=ERtdvLnS9LA) and will include copies of the parent and student fliers for distribution.

P.O.I.S.E. and Arkansas Transition Services (ATS) staff will continue to conduct activities aimed at improving post-school outcomes.

Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

The P.O.I.S.E. program in partnership with the ADE-SEU will apply for a technical assistance grant from the National Dropout Prevention Center.

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

Table 8. Post-school Outcomes Survey Districts by Sampling Year 6 (2010-11) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
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

FFY 2011   The ADE will compile a list of youth with IEPs 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. The ADE-SEU 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 & Research Office.

Arkansas IDEA Data & Research Office:
- The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU and the State consultants for transition addressing secondary and postsecondary education. These reports provide valuable information on how Indicators 1, 2 and 13 can be enhanced, thus, leading to improved secondary transition plans, graduation rates and dropout rates.
- The Arkansas IDEA Data & Research Newsletter will remind LEAs to inform students of the follow-up survey in the monthly newsletters. The Newsletter will also inform LEAs of the availability of the "Be a Superstar" YouTube video (available at http://www.youtube.com/watch?v=ERtdvLnS9LA) and will include copies of the parent and student fliers for distribution.

P.O.I.S.E. and Arkansas Transition Services (ATS) staff will continue to conduct activities aimed at improving post-school outcomes.

Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

A list of schools whose post-school students from 2011-12 will be surveyed in spring 2013 is presented in Table 9.

Table 9. Post-school Outcomes Survey Districts by Sampling Year 3 (2007-08) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
0302	COTTER	7	1
0304	NORFORK	7	1
0802	EUREKA SPRINGS	7	1
1204	WEST SIDE	7	1
1704	MULBERRY	7	1
2503	VIOLA	7	1
2607	MOUNTAIN PINE	7	1
2901	BLEVINS	7	1
2906	SPRING HILL	7	1
4302	ENGLAND	7	1
4303	CARLISLE	7	1
4502	YELLVILLE-SUMMIT	7	1
5301	EAST END	7	1
5504	SOUTH PIKE COUNTY	7	1
5706	OUACHITA RIVER	7	1
7304	WHITE COUNTY CENTRAL	7	1
7403	MCCRORY	7	1
7503	DANVILLE	7	1
7509	WESTERN YELL COUNTY	7	1
0404	GRAVETTE	7	2
2105	MCGEHEE	7	2
2404	OZARK	7	2
2602	FOUNTAIN LAKE	7	2
3001	BISMARCK	7	2
3105	NASHVILLE	7	2
4003	STAR CITY	7	2
4101	ASHDOWN	7	2
4713	OSCEOLA	7	2
6301	BAUXITE	7	2
6401	WALDRON	7	2
6502	SEARCY COUNTY	7	2
0406	SILOAM SPRINGS	7	3
1611	NETTLETON	7	3
1804	MARION	7	3
3509	WATSON CHAPEL	7	3
6602	GREENWOOD	7	3
3505	PINE BLUFF	7	4
5805	RUSSELLVILLE	7	4
6003	PULASKI COUNTY SPECIAL	7	5

FFY 2012   The ADE will compile a list of youth with IEPs 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. The ADE-SEU 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 & Research Office.

Arkansas IDEA Data & Research Office:
- The Arkansas IDEA Data & Research Office will provide district and statewide reports on the survey results to the ADE-SEU and the State consultants for transition addressing secondary and postsecondary education. These reports provide valuable information on how Indicators 1, 2 and 13 can be enhanced, thus, leading to improved secondary transition plans, graduation rates and dropout rates.
- The Arkansas IDEA Data & Research Newsletter will remind LEAs to inform students of the follow-up survey in the monthly newsletters. The Newsletter will also inform LEAs of the availability of the "Be a Superstar" YouTube video (available at http://www.youtube.com/watch?v=ERtdvLnS9LA) and will include copies of the parent and student fliers for distribution.

P.O.I.S.E. and Arkansas Transition Services (ATS) staff will continue to conduct activities aimed at improving post-school outcomes.

Arkansas Transition Services in partnership with the ADE-SEU will apply for a technical assistance grant from the National Post-school Outcomes Center.

A list of schools whose post-school students from 2012-13 will be surveyed in spring 2014 is presented in Table 10.

Table 10. Post-school Outcomes Survey Districts by Sampling Year 1 (2005-06) and ADM Strata

LEA Number	District Name	Sampling Year	ADM Strata
1305	CLEVELAND COUNTY	8	1
1503	NEMO VISTA	8	1
1702	CEDARVILLE	8	1
2305	MAYFLOWER	8	1
2402	CHARLESTON	8	1
2501	MAMMOTH SPRING	8	1
3104	MINERAL SPRINGS	8	1
3701	BRADLEY	8	1
3704	LAFAYETTE COUNTY	8	1
3804	HOXIE	8	1
4204	SCRANTON	8	1
5008	NEVADA COUNTY	8	1
5604	MARKED TREE	8	1
5707	COSSATOT RIVER SCHOOL DISTRICT	8	1
5803	HECTOR	8	1
6092	ARKANSAS SCHOOL FOR THE DEAF	8	1
6604	HARTFORD	8	1
6605	LAVACA	8	1
7303	BRADFORD	8	1
0504	OMAHA	8	1
0601	HERMITAGE	8	1
0602	WARREN	8	2
1002	ARKADELPHIA	8	2
1602	WESTSIDE	8	2
1612	VALLEY VIEW	8	2
3502	DOLLARWAY	8	2
4201	BOONEVILLE	8	2
4203	PARIS	8	2
5502	CENTERPOINT	8	2
5703	MENA	8	2
5802	DOVER	8	2
5804	POTTSVILLE	8	2
6802	CAVE CITY	8	2
7208	WEST FORK	8	2
1905	WYNNE	8	3
2606	LAKESIDE	8	3
2705	SHERIDAN	8	3
2808	PARAGOULD	8	3
7001	EL DORADO	8	3
7311	SEARCY	8	3
0401	BENTONVILLE	8	4
4304	CABOT	8	4
7207	SPRINGDALE	8	5
6001	LITTLE ROCK	8	6

Monitoring Priority: Effective General Supervision Part B

Effective General Supervision Part B / General Supervision

Overview of State Performance Plan Development

The initial 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 ADE-SEU website as a series of program area "mini-volumes" in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

Changes made to the SPP since its original dissemination is presented to the stakeholder group and State Advisory Panel. The feedback provided by these groups is incorporated into the SPP for subsequent submissions.

Following the submission of the Arkansas APR on February 1, 2011, the ADE-SEU will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the ADE will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

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

Measurement

Percent of noncompliance corrected within one year of identification:
   a. # of findings of noncompliance.
   b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

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 & Research Office at the University of Arkansas at Little Rock

Dispute Resolution: The Arkansas Department of Education Special Education Unit (ADE-SEU) includes a Dispute Resolution Section (DRS). The Dispute Resolution Section (DRS) of the ADE-SEU 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 is accomplished under Arkansas state rule, Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2008).

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. The Administrator of the DRS works closely with the Administrator and staff of the Monitoring/Program Effectiveness (M/PE) Section to ensure prompt resolution of 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 verify compliance.

In the case of a complaint, when violations are found and corrective actions are ordered by a hearing officer or the ADE's Commissioner, the DRS monitors and enforces compliance 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.

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

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

The ADE-SEU established the Arkansas Special Education Mediation Project, which began providing mediation services to parents of students with disabilities and local education agencies and education service cooperatives in August 2003. The Project is sponsored and funded by the Special Education Unit and is supervised by the U.A.L.R. Bowen School of Law in Little Rock. The Project makes mediation services available to resolve disputes involving the identification, evaluation, educational placement, and provision of a free appropriate public education to students with disabilities as defined by the IDEA. Mediation services are free of charge to parents of students with disabilities and schools/co-ops. The 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 improve relations between parents of children with disabilities and schools/co-ops. The availability and use of this process does not obstruct access to the due process 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-SEU's Non-Traditional Section, also oversees the implementation of special education programs in the State's open-enrollment charter schools, State-operated and State-supported facilities and institutions, Juvenile Detention Facilities and DHS-Division of Youth Services (DYS) juvenile treatment centers, and private agencies and residential sites located throughout the state.

Additionally, the M/PE Section personnel work closely with the Grants/Data Management Section and the Arkansas IDEA Data & 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, requiring follow-up child count audits; provision of qualified providers; provision of adequate supplies and materials; adequacy of facilities and numerous other issues dealing with the expenditure of state and federal funds for provision of special education and related services.

Because of the M/PE Section's role in overseeing the provision of special education and related services to children 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 Administrator of the State Program Development Section that oversees the State's personnel development activities. By working in

conjunction with this Section, ADE-SEU Area Supervisors can assist the Administrator in developing and implementing staff in-service and personnel development training designed to meet the needs of specific geographic areas throughout the state and, if needed, statewide activities. This can also impact the areas of training that receive emphasis in the higher education teacher preparation training programs.

The staff of the M/PE Section works with the ADE Special Education Associate Director to ensure that students identified as needing special education and related services are included in statewide and district-wide assessments. In addition, they work to ensure that students access general education curriculum and programs as a part of their Individualized Education Programs (IEPs).

Associate Director's Office: The ADE-SEU staff 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 children 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 the ADE-SEU collaborates and cooperates. The Associate Director's staff coordinates assignments with other sections of the ADE and the Arkansas IDEA Data & Research Office.

Grants/Data Management: 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 periodic 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; and,
- providing technical assistance through direct access to ADE finance and technology staff, as well as the Arkansas IDEA Data & Research Office staff, and conducting budget training workshops.

The Arkansas IDEA Data & Research Office: In 2004-05, the ADE-SEU initiated a partnership with the University of Arkansas at Little Rock (UALR) College of Education to create the Arkansas IDEA Data & Research Office (http://arksped.k12.ar.us/sections/dataandresearch.html) 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 Section, the IDEA Data & Research Office ensures standardized data collection procedures for federal reporting, state and district level data analysis, and public dissemination of program effectiveness data including school district and early childhood program profiles, Monitoring Profiles, Significant Disproportionality-Coordinated Early Intervening Services Profiles, the State Performance Plan, and the Annual Performance Report.

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

Identification of Noncompliance
- Prior to calculation of Indicators 11 and 12 for the APR in October/November, referral records that exceeded the 60 day evaluation timeline for which the LEA entered a code of "other" are closely examined to determine if they meet exclusionary criteria. If further clarification is necessary, LEA supervisors are contacted via phone or email. For compliance with State regulations this process also is applied to the 30 day eligibility determination timeline.
- Further, failure of an LEA to submit referral data without prior notification that it had zero referrals for the year results in an automatic 0% LEA rate for the related indicator(s). Any missing data which prohibits the calculation of a record (i.e. missing date) is considered a missed timeline since verification of timeliness cannot be made. This results in the elevation of the record to being "flagged" for noncompliance.

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

How the Components Function as a General Supervision System
ADE-SEU general supervision instruments and procedures identify and correct IDEA noncompliance in a timely manner. The system of identifying and correcting noncompliance includes processes and procedures implemented by the ADE-SEU Dispute Resolution Section in the coordination of due process hearings and complaint investigations, and the use of pre-filing mediation services. While hearing officers conduct due process hearings, ADE-SEU Area Supervisors in the Monitoring/Program Effectiveness (M/PE) and the Non-Traditional Programs (NTP) Sections typically investigate complaints. The IDEA requires due process hearings to be completed within 45 days of filing, while complaints must be addressed within 60 days of filing.

The ADE-SEU uses a three-year rotational monitoring system. One-third of LEA special education programs, as well as state-operated and state-supported programs providing special education and related services to students with disabilities, are monitored each year. Using a process of random selection, the

programs are placed in a designated year of the three-year cycle. However, the SEA reserves the right to schedule additional, off-cycle monitoring of any program at any time should conditions warrant.

M/PE Area Supervisors have the primary responsibility for monitoring special education programs within Arkansas Local education agencies (LEA; school district), as well as in the Education Service Cooperatives (ESC) that provide services on behalf of their member school districts to eligible children with disabilities ages 3-5 (pre-school). Supervisors in the NTP Section have the primary responsibility for monitoring the non-traditional programs, those being the state-operated and state-supported programs. However, the staffs of these sections work cooperatively in the monitoring process.

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

- Child Find
- Due Process
- Protection in Evaluation Procedures
- Procedures for Evaluating Specific Learning Disabilities
- Individualized Education Programs
- Free Appropriate Public Education

- Least Restrictive Environment
- Confidentiality of Information
- System of Personnel Development
- Children with Disabilities in Private Schools
- Use of Funds

In preparation for monitoring, the ADE-SEU Area Supervisor contacts the Local education agency (LEA) or ESC (Co-op) at least three weeks prior to an on-site visit. A General Program Checklist to be completed by the LEA, as well as other requested information is to be submitted prior to the ADE-SEU staff on-site review. In addition, ADE-SEU staff review archival and current data maintained by the ADE-SEU relative to the education program to be monitored. The purpose of off-site data collection is to assure basic knowledge of each special education program and to determine, where possible, emerging patterns of noncompliance or those already in existence. 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 monitoring cycle by focusing on numbers and severity of previous Corrective Action Plans (CAPs), and complaints and due process hearings with findings of noncompliance. Whenever possible, records should be reviewed for the past three (3) years and should include, but not be limited to:

1. Child Count records/Disabling Conditions/ Placements (LRE)
2. LEA Special Education Budget
3. LEA Annual Financial Report (AFR)
4. Previous visitation letters
5. Previous monitoring reports
6. Annual Statistical Report
   a) District Profile
   b) Indicator Report
   c) Program Approval
7. Extended Year Services data
8. Non-bonded debt

9. ACSIP (Arkansas Comprehensive School Improvement Plan)
10. Hearings and Investigations
11. Surrogate parent program data
12. AYP (Adequate Yearly Progress) status
13. Statewide Assessment data
14. IDEA indicators data
15. IDEA "trigger" data
16. IDEA determination status
17. Residential Treatment Facility Reimbursement, if applicable

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

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

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

DRS staff review corrective strategies proposed by the public agency in light of corrective actions required in a hearing decision or complaint report. Activities and strategies are required to meet the letter and intent of the corrective action. At times, corrective strategies can be evaluated based upon documentation submitted to the ADE-SEU by the public agency. 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 staff works with the public agency to prompt the actions needed to achieve compliance. As needed, the ADE-SEU sends one or more supervisory staff on site to determine if a public agency is complying with the corrective action(s).

A public agency 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 thirty (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 reviews, and by monitoring activities conducted by the ADE-SEU staff. The DRS also receives and evaluates comments and concerns to compliance activities or strategies from parents, attorneys, advocates, public agencies and other appropriate interested parties.

Baseline Data for FFY 2004
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

Report Year	Measurable and Rigorous Target
FFY 2004	a. There were 247 findings of noncompliance in 2003-04. The areas of noncompliance under a related monitoring priority were • Child Find • Due Process • Protection in Evaluation Procedures • Procedures for Evaluating Specific Learning Disability • Individualized Education Programs • Free Appropriate Public Education • Confidentiality Information • Comprehensive System of Personnel Development Noncompliance within the dispute resolution system focused on • Protection in Evaluation Procedures • Due Process • IEP development in accordance with regulations • IEP Implementation • Discipline • Denial of Free Appropriate Public Education • Early Childhood Transition Timelines • Appropriate Staff Training • Failure to meet Regulatory Timelines • Extended School Year • Unilateral Termination-Education Placement • Appropriate facilities 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.
FFY 2005	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2006	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification

FFY 2007	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2008	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2009	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2010	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2011	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification
FFY 2012	Under the general supervision system (including monitoring, complaints, hearings, etc.) 100% of identified noncompliance will be corrected as soon as possible but in no case later than one year from identification

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU will review internal policy, procedures, and practices to ensure due process and complaint resolution timelines are met and revise internal operations accordingly. The ADE-SEU 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-SEU will integrate a significant technology component into the compliance monitoring system. The ADE-SEU will seek to develop an Automated Monitoring Interface (AMI™) that will pull local IEP and due process compliance data electronically from LEAs into a central data repository. The AMI™ is intended to replace the manual monitoring checklist and will give the ADE-SEU the opportunity to randomly monitor any special education program in the State without regard to the traditional three year cycle.

FFY 2006 As the Automated Monitoring Interface is fully deployed, the IDEA Data & Research Office will be asked by the ADE-SEU 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 & 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-SEU 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-SEU Monitoring Procedural Handbook.

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

FFY 2007 The AMI™ and monitoring protocol will be fully operational. The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions. The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policies, procedures and practices will be ongoing.

FFY 2008 The AMI™ and the monitoring protocol were fully operational in 2007/08; however, there was a server malfunction which will limit the use of AMI™ in 2008-09.

The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.

The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policy and practice will be ongoing.

ADE-SEU M/PE staff will implement verification procedures for correction of noncompliance.

FFY 2009   The ADE-SEU will monitor LEA due process compliance through electronic reviews of district compliance data.

The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.

The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policies, procedures, and practices will be ongoing.

FFY 2010   The ADE-SEU will monitor LEA due process compliance through electronic reviews of district compliance data.

The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.

The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policies, procedures and practices will be ongoing.

FFY 2011   The ADE-SEU will monitor LEA due process compliance through electronic reviews of district compliance data.

The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.

The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policies, procedures and practices will be ongoing.

FFY 2012   The ADE-SEU will monitor LEA due process compliance through electronic reviews of district compliance data.

The ADE-SEU continues the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.

The ADE-SEU continues to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policies, procedures and practices will be ongoing.

Monitoring Priority: Effective General Supervision Part B

Indicator 16: Complaint Timelines

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

Measurement

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 (ADE-SEU) includes a Dispute Resolution Section (DRS). The Dispute Resolution Section (DRS) of the ADE-SEU 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 is accomplished under Arkansas state rule, Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2008).

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. The Administrator of the DRS works closely with the Administrator and staff of the Monitoring/Program Effectiveness (M/PE) Section to ensure prompt resolution of complaints filed with the DRS.

In the event violations are found and corrective actions ordered by a hearing officer or the ADE Commissioner, the DRS monitors and enforces compliance of the public agency with corrective actions. The DRS works with the public agency to achieve compliance, but the DRS has the duty to recommend to the ADE-SEU 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.

In addition to monitoring and enforcing compliance with corrective actions contained in hearing decisions or investigation reports, the DRS also sends Area Supervisors to make on-site inspections of school districts and early childhood programs to verify compliance.

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

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

How the Components Function as a General Supervision System

ADE-SEU general supervision instruments and procedures identify and correct IDEA noncompliance in a timely manner. The system of identifying and correcting noncompliance includes processes and procedures implemented by the ADE-SEU Dispute Resolution Section in the coordination of due process hearings and complaint investigations, and the use of pre-filing mediation services. While hearing officers conduct due process hearings, ADE-SEU Area Supervisors in the Monitoring/Program Effectiveness (M/PE) and the Non-Traditional Programs (NTP) Sections typically investigate complaints. The IDEA requires due process hearings to be completed within 45 days of filing, while complaints must be addressed within 60 days of filing.

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

M/PE Area Supervisors have the primary responsibility for monitoring special education programs within Arkansas Local education agencies (LEA; school district), as well as in the Education Service Cooperatives (ESC) that provide services on behalf of their member school districts to eligible children with disabilities ages 3-5 (pre-school). Supervisors in the NTP Section have the primary responsibility for monitoring the non-traditional programs, those being the state-operated and state-supported programs. However, the staffs of these sections work cooperatively in the monitoring process.

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

- Child Find
- Due Process
- Protection in Evaluation Procedures
- Procedures for Evaluating Specific Learning Disabilities
- Individualized Education Programs
- Free Appropriate Public Education

- Least Restrictive Environment
- Confidentiality of Information
- System of Personnel Development
- Children with Disabilities in Private Schools
- Use of Funds

In preparation for monitoring, the ADE-SEU Area Supervisor contacts the Local education agency (LEA) or ESC (Co-op) at least three weeks prior to an on-site visit. A General Program Checklist to be completed by the LEA, as well as other requested information is to be submitted prior to the ADE-SEU staff on-site review. In addition, ADE-SEU staff review archival and current data maintained by the ADE-SEU relative to the education program to be monitored. The purpose of off-site data collection is to assure basic knowledge of each special education program and to determine, where possible, emerging patterns of noncompliance or those already in existence. 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 monitoring cycle by focusing on numbers and severity of previous Corrective Action Plans (CAPs), and complaints and due process hearings with findings of noncompliance. Whenever possible, records should be reviewed for the past three (3) years and should include, but not be limited to:

1. Child Count records/Disabling Conditions/ Placements (LRE)
2. LEA Special Education Budget
3. LEA Annual Financial Report (AFR)
4. Previous visitation letters
5. Previous monitoring reports
6. Annual Statistical Report
    a) District Profile
    b) Indicator Report
    c) Program Approval
7. Extended Year Services data
8. Non-bonded debt
9. ACSIP (Arkansas Comprehensive School Improvement Plan)
10. Hearings and Investigations
11. Surrogate parent program data
12. AYP (Adequate Yearly Progress) status
13. Statewide Assessment data
14. IDEA indicators data
15. IDEA "trigger" data
16. IDEA determination status
17. Residential Treatment Facility Reimbursement, if applicable

Correction of Noncompliance and Improved Performance

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

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

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

DRS staff review corrective strategies proposed by the public agency in light of corrective actions required in a hearing decision or complaint report. Activities and strategies are required to meet the letter and intent of the corrective action. At times, corrective strategies can be evaluated based upon documentation submitted to the ADE-SEU by the public agency. 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 staff works with the public agency to prompt the actions needed to achieve compliance. As needed, the ADE-SEU sends one or more supervisory staff on site to determine if a public agency is complying with the corrective action(s).

A public agency 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 thirty (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 reviews, and by monitoring activities conducted by the ADE-SEU staff. The DRS also receives and evaluates comments and concerns to compliance activities or strategies from parents, attorneys, advocates, public agencies and other appropriate interested parties.

Baseline Data for FFY 2004

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
(a) Complaint pending a due process hearing		0

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

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	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.
FFY 2005	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2006	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2007	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2008	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2009	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2010	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

FFY 2011	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
FFY 2012	100% of signed written complaints with reports issued will be resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU 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 DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's system are adequate.

FFY 2006   The ADE-SEU 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 DRS will conduct training for the M/PE Section on how to perform effective complaint investigations as needed. The ADE-SEU will investigate the need to update the existing data entry application for dispute resolution tracking to meet DRS needs and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

FFY 2007   The ADE-SEU will continue to review internal policies, procedures, and practices to ensure due process hearings 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-SEU will initiate an update to the existing data entry application for dispute resolution tracking to meet DRS and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate. In addition, the ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and schools on building positive parent and school partnerships.

A Compliance Specialist will be hired for the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

FFY 2008   Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project will be held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania will present a one day workshop on Special Education Case Law under the IDEA.

The SEU will send two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer will be sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section (DRS) utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE provides technical assistance to the State Hearing Officers on Special Education Issues.

The Dispute Resolution Section subscribes to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General's office and the due process complaint Hearing Officers.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the DRS hearing tracking system to be incorporated into the data warehouse.

Arkansas' new investigation tracking system will be finalized, incorporated into the special education data warehouse and fully operational by June 2009.

FFY 2009   The ADE-SEU will continue to review internal policies, 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 staff of the M/PE Section on how to perform effective complaint investigations.

The ADE-SEU will fully implement the updated data entry application for dispute resolution tracking to meet DRS and federal reporting requirements.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2010   The ADE-SEU will continue to review internal policies, 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 staff of the M/PE Section on how to perform effective complaint investigations.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2011   The ADE-SEU will continue to review internal policies, 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 staff of the M/PE Section on how to perform effective complaint investigations.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2012   The ADE-SEU will continue to review internal policies, 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 staff of the M/PE Section on how to perform effective complaint investigations.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

Monitoring Priority: Effective General Supervision Part B

Indicator 17: Due Process Timelines

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

Measurement

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 (ADE-SEU) includes a Dispute Resolution Section (DRS). The Dispute Resolution Section (DRS) of the ADE-SEU 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 is accomplished under Arkansas state rule, Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2008).

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. The Administrator of the DRS works closely with the Administrator and staff of the Monitoring/Program Effectiveness (M/PE) Section to ensure prompt resolution of complaints filed with the DRS.

In the event violations are found and corrective actions ordered by a hearing officer or the ADE Commissioner, the DRS monitors and enforces compliance of the public agency with corrective actions. The DRS works with the public agency to achieve compliance, but the DRS has the duty to recommend to the ADE-SEU 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.

In addition to monitoring and enforcing compliance with corrective actions contained in hearing decisions or investigation reports, the DRS also sends Area Supervisors to make on-site inspections of school districts and early childhood programs to verify compliance.

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

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

How the Components Function as a General Supervision System
ADE-SEU general supervision instruments and procedures identify and correct IDEA noncompliance in a timely manner. The system of identifying and correcting noncompliance includes processes and procedures implemented by the ADE-SEU Dispute Resolution Section in the coordination of due process hearings and complaint investigations, and the use of pre-filing mediation services. While hearing officers conduct due process hearings, ADE-SEU Area Supervisors in the Monitoring/Program Effectiveness (M/PE) and the Non-Traditional Programs (NTP) Sections typically investigate complaints. The IDEA requires due process hearings to be completed within 45 days of filing, while complaints must be addressed within 60 days of filing.

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

M/PE Area Supervisors have the primary responsibility for monitoring special education programs within Arkansas Local education agencies (LEA; school district), as well as in the Education Service Cooperatives (ESC) that provide services on behalf of their member school districts to eligible children with disabilities ages 3-5 (pre-school). Supervisors in the NTP Section have the primary responsibility for monitoring the non-traditional programs, those being the state-operated and state-supported programs. However, the staffs of these sections work cooperatively in the monitoring process.

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

- Child Find
- Due Process
- Protection in Evaluation Procedures
- Procedures for Evaluating Specific Learning Disabilities
- Individualized Education Programs
- Free Appropriate Public Education

- Least Restrictive Environment
- Confidentiality of Information
- System of Personnel Development
- Children with Disabilities in Private Schools
- Use of Funds

In preparation for monitoring, the ADE-SEU Area Supervisor contacts the Local education agency (LEA) or ESC (Co-op) at least three weeks prior to an on-site visit. A General Program Checklist to be completed by the LEA, as well as other requested information is to be submitted prior to the ADE-SEU staff on-site review. In addition, ADE-SEU staff review archival and current data maintained by the ADE-SEU relative to the education program to be monitored. The purpose of off-site data collection is to assure basic knowledge of each special education program and to determine, where possible, emerging patterns of noncompliance or those already in existence. 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 monitoring cycle by focusing on numbers and severity of previous Corrective Action Plans (CAPs), and complaints and due process hearings with findings of noncompliance. Whenever possible, records should be reviewed for the past three (3) years and should include, but not be limited to:

1. Child Count records/Disabling Conditions/ Placements (LRE)
2. LEA Special Education Budget
3. LEA Annual Financial Report (AFR)
4. Previous visitation letters
5. Previous monitoring reports
6. Annual Statistical Report
   a) District Profile
   b) Indicator Report
   c) Program Approval
7. Extended Year Services data
8. Non-bonded debt
9. ACSIP (Arkansas Comprehensive School Improvement Plan)
10. Hearings and Investigations
11. Surrogate parent program data
12. AYP (Adequate Yearly Progress) status
13. Statewide Assessment data
14. IDEA indicators data
15. IDEA "trigger" data
16. IDEA determination status
17. Residential Treatment Facility Reimbursement, if applicable

Correction of Noncompliance and Improved Performance

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

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

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

DRS staff review corrective strategies proposed by the public agency in light of corrective actions required in a hearing decision or complaint report. Activities and strategies are required to meet the letter and intent of the corrective action. At times, corrective strategies can be evaluated based upon documentation submitted to the ADE by the public agency. 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 staff works with the public agency to prompt the actions needed to achieve compliance. As needed, the ADE-SEU sends one or more supervisory staff on site to determine if a public agency is complying with the corrective action(s).

A public agency 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 thirty (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 reviews, and by monitoring activities conducted by the ADE-SEU staff. The DRS also receives and evaluates comments and concerns to compliance activities or strategies from parents, attorneys, advocates, public agencies and other appropriate interested parties.

Baseline Data for FFY 2004

(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
(3.3) Resolved without a hearing	22

$$((5 + 0) / 5) = 100 \text{ \% compliance}$$

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	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.
FFY 2005	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2006	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2007	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2008	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2009	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2010	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

FFY 2011	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
FFY 2012	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU 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-SEU will conduct training for Hearing Officers as needed. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's system are adequate.

FFY 2006   The ADE-SEU 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-SEU will conduct training for Hearing Officers as needed. The ADE-SEU will investigate the need to update the existing data entry application for dispute resolution tracking to meet DRS needs and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

FFY 2007   The ADE-SEU will continue to review internal policies, 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-SEU will conduct training for Hearing Officers as needed. The ADE-SEU will initiate an update to the existing data entry application for dispute resolution tracking to meet DRS and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate. In addition, the ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and schools on building positive parent and school partnerships.

A Compliance Specialist will be hired for the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

FFY 2008   Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project will be held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania will present a one day workshop on Special Education Case Law under the IDEA.

The SEU will send two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer will be sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section (DRS) utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE provides technical assistance to the State Hearing Officers on Special Education Issues.

The Dispute Resolution Section subscribes to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General's office and the due process complaint Hearing Officers.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the DRS hearing tracking system to be incorporated into the data warehouse.

Arkansas' new investigation tracking system will be finalized, incorporated into the special education data warehouse and fully operational by June 2009.

FFY 2009   The ADE-SEU will continue to review internal policies, 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-SEU will conduct and make available training for Hearing Officers.

The ADE-SEU will fully implement the updated data entry application for dispute resolution tracking to meet DRS and federal reporting requirements.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2010   The ADE-SEU will continue to review internal policies, 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-SEU will conduct and make available training for Hearing Officers.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2011   The ADE-SEU will continue to review internal policies, 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-SEU will conduct and make available training for Hearing Officers.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

FFY 2012   The ADE-SEU will continue to review internal policies, 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-SEU will conduct and make available training for Hearing Officers.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and school personnel on building positive parent and school partnerships.

Monitoring Priority: Effective General Supervision Part B

Indicator 18: Hearing Requests Resolved by Resolution Session
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Measurement

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
The Arkansas Department of Education Special Education Unit (ADE-SEU) includes a Dispute Resolution Section (DRS). The Dispute Resolution Section (DRS) of the ADE-SEU 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 is accomplished under Arkansas state rule, Special Education and Related Services: Procedural Requirements and Program Standards (Arkansas Department of Education, 2008).

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 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

Report Year	Measurable and Rigorous Target
FFY 2004	Not applicable
FFY 2005	50% hearing requests resolved by resolution session.
FFY 2006	51% hearing requests resolved by resolution session.
FFY 2007	52% hearing requests resolved by resolution session.
FFY 2008	53% hearing requests resolved by resolution session.
FFY 2009	54% hearing requests resolved by resolution session.
FFY 2010	55% hearing requests resolved by resolution session.
FFY 2011	55% hearing requests resolved by resolution session.
FFY 2012	55% hearing requests resolved by resolution session.

Improvement Activities/Timelines/Resources
FFY 2005   The ADE-SEU will disseminate the statutory changes governing due process hearings, which include the availability of Resolution Sessions. The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policy, procedures, and practices associated with conducting 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   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system. The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policy, procedures, and practices of resolution sessions. The ADE-SEU will investigate the need to update the existing data entry application for dispute resolution tracking to meet DRS needs and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

FFY 2007   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system. The DRS will provide professional

development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policies, procedures, and practices of resolution sessions. The ADE-SEU will initiate an update to the existing data entry application for dispute resolution tracking to meet DRS and federal reporting requirements. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate. In addition, the ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and schools on building positive parent and school partnerships.

A Compliance Specialist will be hired for the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

FFY 2008   Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project will be held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania will present a one day workshop on Special Education Case Law under the IDEA.

The SEU will send two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer will be sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section (DRS) utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE provides technical assistance to the State Hearing Officers on Special Education Issues.

The Dispute Resolution Section subscribes to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General's office and the due process complaint Hearing Officers.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the DRS hearing tracking system to be incorporated into the data warehouse.

Arkansas' new investigation tracking system will be finalized, incorporated into the special education data warehouse and fully operational by June 2009.

FFY 2009   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system.

The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policies, procedures, and practices of resolution sessions.

The ADE-SEU will fully implement the updated data entry application for dispute resolution tracking to meet DRS and federal reporting requirements.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2010   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system.

The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policies, procedures, and practices of resolution sessions.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2011   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system.

The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policies, procedures, and practices of resolution sessions.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2012   The ADE-SEU will continue to disseminate information and provide training relative to conducting Resolution Sessions as part of the dispute resolution system.

The DRS will provide professional development training for ADE-SEU staff, Hearing Officers, and LEA staff on the policies, procedures, and practices of resolution sessions.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

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
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-SEU established the Arkansas Special Education Mediation Project, which began providing mediation services to parents of children with IEPs 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 children with IEPs as defined by the IDEA. Mediation services are free of charge to parents of children with IEPS 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 improve relations between parents of children with disabilities and schools/co-ops. The availability and use of this process does not obstruct access to the due process hearings or complaint systems.

Baseline Data for FFY 2004
(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) x 100) = 72.22%

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	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 session 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.
FFY 2005	Seventy-two percent (72.2%) of mediations requested will result in mediation agreements.
FFY 2006	Seventy-two percent (72.5%) of mediations requested will result in mediation agreements.

FFY 2007	Seventy-two percent (73.0%) of mediations requested will result in mediation agreements.
FFY 2008	Seventy-two percent (73.5%) of mediations requested will result in mediation agreements.
FFY 2009	Seventy-two percent (74.0%) of mediations requested will result in mediation agreements.
FFY 2010	Seventy-five percent (75.0%) of mediations requested will result in mediation agreements.
FFY 2011	Seventy-five percent (75.0%) of mediations requested will result in mediation agreements.
FFY 2012	Seventy-five percent (75.0%) of mediations requested will result in mediation agreements.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU will review the mediation agreement with the UALR Bowen Law School to ensure the Arkansas Special Education Mediation Project is meeting the needs of children with IEPs. The ADE-SEU will continue its efforts to promote the Arkansas Special Education Mediation Project to LEAs, advocates, and families of children with IEPs. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

FFY 2006   The ADE-SEU will continue to encourage the use of mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities. The ADE-SEU will contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

FFY 2007   The ADE-SEU will continue to encourage the use of mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities. The ADE-SEU will also continue to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes. The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate. In addition, the ADE-SEU, in conjunction with partner organizations, will develop training for use with parents and schools on building positive parent and school partnerships.

A Compliance Specialist will be hired for the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

FFY 2008   Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project will be held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania will present a one day workshop on Special Education Case Law under the IDEA.

The ADE-SEU continues to contract with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities to encourage the use of mediation.

The ADE-SEU continues to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

FFY 2009   The ADE-SEU will continue to encourage mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities.

The ADE-SEU will continue to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2010   The ADE-SEU will continue to encourage mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities.

The ADE-SEU will continue to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2011   The ADE-SEU will continue to encourage mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities.

The ADE-SEU will continue to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

FFY 2012   The ADE-SEU will continue to encourage mediation, contracting with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities.

The ADE-SEU will continue to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

The DRS will participate in meetings and trainings conducted by CADRE and other organizations to ensure the State's systems are adequate.

The ADE-SEU, in conjunction with partner organizations, will continue training with parents and school personnel on building positive parent and school partnerships.

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

Measurement

State reported data, including 618 data, State Performance Plan, 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 dispute resolution; and February 1 for Annual Performance Reports and assessment); and
   b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

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-SEU'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. Beginning in the 2010-11 school year, APSCN will start migrating LEAs to a new web based SMS that has the special education modules integrated into the overall SMS. Currently the special education modules are an in house built system that has a limited relationship to the overall SMS.

Each year, APSCN school data are collected during nine cycles, from September through August, 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. Student-level special education data by district from SIS tables and from five APSCN special education modules are provided to the Special Education Unit on cycle and stored locally on the SEU 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 personnel qualifications and caseload counts, continuous improvement and monitoring (CIFM) statistical indicators, referral tracking, coordinated early intervening services, 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 on the Special Education SQL Servers. Oversight of the Servers is the joint responsibility of the Special Education Grants & Data Management section as well as the Special Education Data Manager (the data manager also serves as the director of the Arkansas IDEA Data & Research Office). The Data Manager function is full-time position 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-SEU 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.

The ADE-SEU partnership with the University of Arkansas at Little Rock College of Education, which began in 2005 is in its sixth year of operation. The partnership established the Arkansas IDEA Data & 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 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, and placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance
b. Accurate: 100% compliance

Discussion of Baseline Data

Report Year	Measurable and Rigorous Target
FFY 2004	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. 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.
FFY 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.
FFY 2006	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.
FFY 2007	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.
FFY 2008	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.
FFY 2009	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.
FFY 2010	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.
FFY 2011	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.
FFY 2012	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.

Improvement Activities/Timelines/Resources

FFY 2005   The ADE-SEU 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-SEU, the IDEA Data & 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-SEU 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 The ADE-SEU 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-SEU, the IDEA Data & Research Office will establish a Data Summit to address the collection and use of Arkansas special education data in relation to the APR and determination. The Summit 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 & Research Office will continue regular training with local special education data users. In addition to training provided at the two-day Data Summit, trainings will be face-to-face and web-based and conducted in conjunction with APSCN, DDS, or other ADE-SEU 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.

FFY 2007 The ADE-SEU 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 & Research Office will generate a series of Performance Profiles for each LEA in addition to the Monitoring Profiles. Performance Profiles are intended to allow each LEA to see 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 & Research Office will expand to include the former contract programmer at APSCN. As an IDEA Data & Research Office employee, the functions of the position remain the same — the development and maintenance of the special education module and the extraction of data required to meet State and USDE requirements. Additionally, a training coordinator position will be established to oversee

and conduct all trainings related to the use of APSCN and MySped Resource as well as reporting requirements.

The IDEA Data & Research Office will develop and disseminate a monthly newsletter. The newsletter will discuss upcoming data submissions, training opportunities, and important resources. The newsletter will be e-mailed to all LEA special education supervisors and early childhood coordinators. The first issue is scheduled for release in September 2007.

The IDEA Data & Research Office will continue regular training with local special education data users through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DDS, or other ADE-SEU 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-SEU will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.

The IDEA Data & Research Office will participate in and utilize the State's bi-annual Special Education Conference known as Special Show as a local education agency training opportunity.

The Director of the IDEA Data & Research Office was invited to serve on the national advisory group for the Data Accountability Center. The Director accepted the offer and will participate in all advisory meetings.

FFY 2008   The IDEA Data & Research Office will sponsor training on the Information Tool (IT) Kit from North Central Regional Resource Center. Participants will include SEU staff, SEU Educational Consultants, Arkansas Transition Services staff, SIG/SPDG staff, IDEA Data & Research staff, ADE ACSIP staff, and DDS staff.

Planning for the second Special Education Data Summit to be held in the Summer of 2009 is well under way. The Summit is held on a bi-annual basis in opposite years of the ADE special education conference known as "Special Show."

Through a grant from the U.S. Department of Education's Institute of Education Sciences, the ADE continues to construct 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 building, classroom, and parent levels. Improved analysis will help eliminate achievement gaps and improve learning of all students. Special Education data collection and analysis will be improved through this federal grant.

At the direction of the SEU, the IDEA Data and Research Office continues regular training with local special education data submitters. Face-to-face, as well as web-based trainings are conducted in conjunction with APSCN, DDS, and other ADE-SEU program and data administration staff.

Director of the IDEA Data & Research Office and Staff will participate in the following:
- Special Show 2008
- OSEP/DAC Data Meeting

- OSEP Leadership Conference
- EDFacts Fall meeting and the EIMAC Spring and Fall meetings

The IDEA Data & Research Office disseminates a monthly newsletter. The newsletter discusses upcoming data submissions, training opportunities, and important resources. The newsletter is e-mailed to all LEA special education supervisors and early childhood coordinators. The first issue was released in September 2007. LEAs have reported favorable responses to the newsletter.

The SEU and the IDEA Data & Research Office continues to work with the contractors to maintain the Automated Monitoring Interface (AMI™).

The Director of the IDEA Data & Research Office serves on the national advisory group for the Data Accountability Center. The Director will attend the first meeting in the fall of 2008.

FFY 2009   The ADE-SEU 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 & Research Office will generate a series of Performance Profiles for each LEA in addition to the Monitoring Profiles. Performance Profiles are intended to allow each LEA to see its overall compliance standing with respect to state levels and other school districts.

The IDEA Data & Research Office will host a two-day Data Summit in July 2009 that will integrate accountability with the SPP indicators and data use at the state and local level.

The IDEA Data & Research Office will continue regular training with local special education data users through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DHS-DDS, or other ADE-SEU program and data administration staffs. The Special Education Data Manager and/or 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.

The IDEA Data & Research Office will participate in and utilize the State's bi-annual Special Education Conference known as Special Show as a local education agency training opportunity.

FFY 2010   The ADE-SEU 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 & Research Office will generate a series of Performance Profiles for each LEA in addition to the Monitoring Profiles. Performance Profiles are intended to allow each LEA to see its overall compliance standing with respect to state levels and other school districts.

The IDEA Data & Research Office will continue regular training with local special education data users through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DHS-DDS, or other ADE-SEU program and data administration staffs. The Special Education Data Manager and/or other data staff will attend conferences that address data collection for the various monitoring indicators such as post-school outcomes.

The IDEA Data & Research Office will present and participate in a Special Education Summit for early childhood and school age special education supervisors on recent changes to State regulations, personnel/ program approval data collection, and finance in September 2010.

The IDEA Data & Research Office will host a two-day workshop focusing on the development and implementation of Data Teams at the LEA and building level in February 2011.

The IDEA Data & Research Office will participate in Special Show scheduled for July 2010.

The IDEA Data & Research Office will host a two-day Data Summit in June 2011 and will focus on use of data at the local level.

The ADE will continue to pursue technology solutions to data collection requirements in the interest of paperwork reduction.

FFY 2011   The ADE-SEU 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 & Research Office will generate a series of Performance Profiles for each LEA in addition to the Monitoring Profiles. Performance Profiles are intended to allow each LEA to see its overall compliance standing with respect to state levels and other school districts.

The IDEA Data & Research Office will continue regular training with local special education data users through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DHS-DDS, or other ADE-SEU program and data administration staffs. The Special Education Data Manager and/or other data staff will attend 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 2012   The ADE-SEU 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 & Research Office will generate a series of Performance Profiles for each LEA in addition to the Monitoring Profiles. Performance Profiles are intended to allow each LEA to see its overall compliance standing with respect to state levels and other school districts.

The IDEA Data & Research Office will continue regular training with local special education data users through face-to-face and web-based formats. Training will be conducted in conjunction with APSCN, DHS-DDS, or other ADE-SEU program and data administration staffs. The Special Education Data Manager and/or other data staff will attend 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.

APPENDIX

- Attachment 1: Family Involvement Survey: Early Childhood

- Attachment 2: Family Involvement Survey: School Age

- Attachment 3: Post-school Outcomes Survey

Attachment 1: Family Involvement Survey: Early Childhood
2007-08

The Arkansas Special Education Early Childhood Family Outcomes Survey

This is a survey for parents/families of children receiving special education services. Your responses will help guide efforts to improve services and results for children and families.

Use number 2 pencil only.	Make dark marks that fill the oval completely.	Correct Mark ●	Incorrect Marks ⊘ ⊗ ☉

What is your child's race/ethnicity?
Please select all that apply

- ○ American Indian/Alaskan Native . (N)
- ○ Asian .... (A)
- ○ Black (non-Hispanic) .... (B)
- ○ Hawaiian/Pacific Islander .... (P)
- ○ Hispanic .... (H)
- ○ White (non-Hispanic) .... (W)

What is your child's primary disability?
(select only one)

- ○ Autism .... (AU)
- ○ Deaf-Blindness .... (DB)
- ○ Deaf/Hearing Impaired .... (HI)
- ○ Developmental Delay .... (PS)
- ○ Multiple Disabilities .... (MD)
- ○ Other Health Impairment ... (OHI)
- ○ Orthopedic Impairment ...... (OI)
- ○ Speech/Language Impairment .. (SI)
- ○ Traumatic Brain Injury ..... (TBI)
- ○ Visual Impairment .... (VI)

LEA

RES-LEA

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.

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	⑤	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

PLEASE DO NOT WRITE IN THIS AREA

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Attachment 1: Family Involvement Survey: Early Childhood
2007-08

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	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

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	⑤	⑥	⑦

Source: The questions and scale was developed by Don Bailey, Kathy Hebbeler, and Mary Beth Bruder as part of the Early Childhood Outcomes (ECO) Center, a cooperative agreement (#H324L030002) to SRI International from the Office of Special Education Programs, U.S. Department of Education.

Thank you for completing this survey!

Attachment 2: Family Involvement Survey: School Age
2007-08

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.

Use number 2 pencil only.	Make dark marks that fill the oval completely.	Correct Mark ●	Incorrect Marks ⊘ ⊗ ⊙

What is your child's race/ethnicity? Please select all that apply

- ○ American Indian/Alaskan Native . (N)
- ○ Asian .... (A)
- ○ Black (non-Hispanic) .... (B)
- ○ Hawaiian/Pacific Islander .... (P)
- ○ Hispanic .... (H)
- ○ White (non-Hispanic) .... (W)

USE A NO. 2 PENCIL ONLY

What is your child's primary disability? (select only one)

- ○ Autism .... (AU)
- ○ Deaf-Blindness .... (DB)
- ○ Emotional Disturbance .... (ED)
- ○ Deaf/Hearing Impaired .... (HI)
- ○ Multiple Disabilities .... (MD)
- ○ Mental Retardation .... (MR)
- ○ Other Health Impairment ... (OHI)
- ○ Orthopedic Impairment ...... (OI)
- ○ Speech/Language Impairment .. (SI)
- ○ Specific Learning Disability .. (SLD)
- ○ Traumatic Brain Injury ..... (TBI)
- ○ Visual Impairment .... (VI)

LEA

BUILDING

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.

NOT APPLICABLE
VERY STRONGLY AGREE
STRONGLY AGREE
AGREE
DISAGREE
STRONGLY DISAGREE
VERY STRONGLY DISAGREE

1. I was offered special assistance (such as alternate location and time) 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. ○○○○○○○

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PLEASE DO NOT WRITE IN THIS AREA

Source: The survey questions were developed by the National Center for Special Education Accountability Monitoring. http://www.monitoringcenter.lsuhsc.edu

Attachment 3: Post-school Outcomes Survey
2009-10

STUDENT DEMOGRAPHIC PROFILE (SDP)

Please update name and address information below if applicable.

POST-SCHOOL OUTCOME SURVEY

POSTSECONDARY SCHOOL

1. **In the 12 months after leaving high school, *have you ever* attended any school, job training, or education program?**

   ① NO ➜ GO TO QUESTION #4
   ② YES ➜ GO TO QUESTIONS #2 AND #3
   ㉙ No Answer

2. **Did you complete an entire term?**

   ① NO ➜ GO TO QUESTION #4
   ② YES ➜ GO TO QUESTION #3
   ㉙ No Answer

3. **Describe the kind of school or job training program you attended. (*Mark One Option*)**

   ① High school completion (Adult Basic Education, GED)
   ② Short-term education or employment training program (WIA, Job Corps, etc.)
   ③ Vocational/Technical School – less than a 2-year program
   ④ A 2- or 4-year college/university
   ⑤ On a mission, in the Peace Corps, etc.
   ㊙ Other (Specify): _____
   ㉙ No Answer

EMPLOYMENT

4. **In the 12 months after leaving high school, *have you ever* worked?**

   ① NO ➜ STOP: DATA COLLECTION COMPLETED
   ② YES, ➜ GO TO QUESTIONS #5, #6, #7, AND #8
   ㉙ No Answer

5. **Since leaving high school, have you worked for a total of 3 months (about 90 days)?**

   ① NO
   ② YES
   ㉙ No Answer

6. **Did you work on average 20 or more hours per week (or about half time of a 40-hour week)?**

   ① NO
   ② YES
   ㉙ No Answer

7. **Were you paid at least minimum wage?**

   ① NO
   ② YES
   ㉙ No Answer

EMPLOYMENT CONTINUED ON BACK SIDE ➜

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EMPLOYMENT

8. Describe the job you have or have had.
(Mark One Option)

① In a company, business, or service with people with and without disabilities
② In the military
③ In supported employment (paid work with services and wage support to the employer)
④ Self-employed
⑤ In your family's business (e.g., farm, store, fishing, ranching, catering)
⑥ In sheltered employment (where most workers have disabilities)
⑦ Employed while in jail or prison
⑧⑧ Other (Specify)_____
⑨⑨ No Answer

DEMOGRAPHICS

9. Gender

① Male
② Female

10. Ethnicity:

○ African American
○ Asian
○ Hispanic
○ Native American
○ White/Caucasian
○ Other

OPTIONAL SURVEY INFORMATION

	YES	NO	Not Applicable
1.	①	②	⑦⑦
2.	①	②	⑦⑦
3.	①	②	⑦⑦
4.	①	②	⑦⑦
5.	①	②	⑦⑦
6.	①	②	⑦⑦
7.	①	②	⑦⑦
8.	①	②	⑦⑦
9.	①	②	⑦⑦
10.	①	②	⑦⑦

Thank you for participating.
The information you provide is very important and will improve special education services