

# ARKANSAS

DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION UNIT



## PART B ANNUAL PERFORMANCE REPORT 2005-2006

February 1, 2007

February 1, 2007

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

Dear Ms. Scire:

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

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

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

Respectfully,



Marcia Harding  
Associate Director  
Special Education

MH/jaf

Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: FAPE in the LRE****Overview of the Annual Performance Report Development**

The development of the Arkansas Annual Performance Report (APR) began in March 2006 with the State Performance Plan (SPP) 40-member stakeholder group continuing its work around the 20 indicators. Coordinating the State's APR is the IDEA Data & Research Office at the University of Arkansas at Little Rock (UALR).

After additional work to develop the necessary data collection system and content of the APR around the 20 indicators, presentations were made to stakeholders at two conferences — the local education agency supervisor meeting in Eureka Springs, Arkansas in June 2006 and the bi-annual Special Show conference in July 2006. Feedback from these presentations was incorporated into the APR.

In addition, changes have occurred throughout the year as the special education unit administrators reviewed the working document. Further changes suggested by the stakeholder group were made in January 2007 by members of the State Advisory Panel.

Following the submission of the Arkansas APR on February 1, 2007, the ADE will disseminate the entire content of the APR to the public through the Special Education website. Copies of the APR, along with an explanatory cover letter from the Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Finally, an official press release will be prepared and will be provided to all statewide media outlets along with information on how the public may obtain or review a copy of the APR.

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

Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

### Monitoring Priority: FAPE in the LRE

**Indicator 01: Graduation Rates**

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

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. (Explain calculation).

In accordance with Arkansas Code Annotated §6-15-503, the calculated school enrollment census (October 1 through September 30) total is used to determine the graduation rate. The graduation rate for students in grades 9 through 12 is affected by the percentage of students enrolled during grades 9 through 12 and completing grade 12 without dropping out.

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

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

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Using a moving average based on the past four years (2002 - 2005) 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.

**Actual Target Data for 2005-06:**

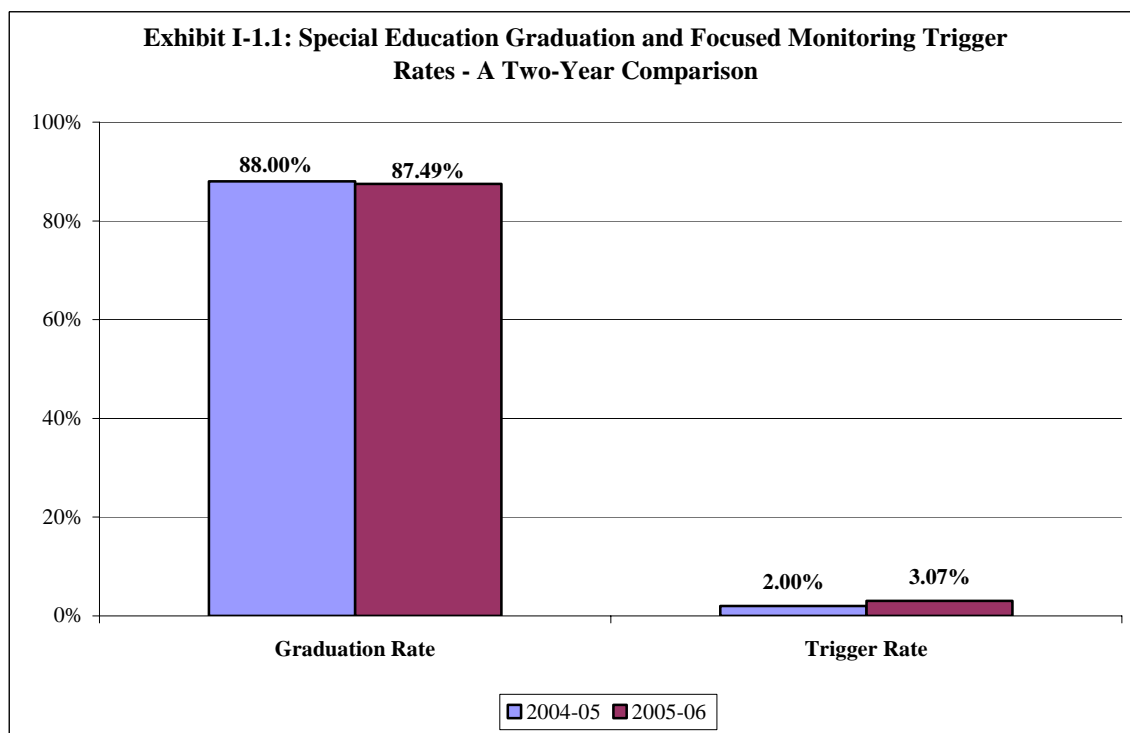
In 2005-06, 3,163 or 87.49% of 12<sup>th</sup> grade students receiving special education services graduated from high school with a regular diploma. Additionally, 6 or 2.36% of school districts triggered for possible focused monitoring in 2006-07.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

The target for 2005-06 was that 88% of 12<sup>th</sup> graders with disabilities would graduate from high school with a regular diploma. Arkansas missed the target by 0.51 percentage points. As seen in Exhibit I-1, the graduation rate has remained relatively the same; however, the number of districts triggering on the focused monitoring profiles has increased. It was projected that only 6 districts would trigger instead of 8 resulting in an increase of the

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focused monitoring trigger rate.



Further, the enrollment data indicates that more students receiving special education services are remaining in school past their 12<sup>th</sup> grade year. This could be influencing the graduation percentage if the local districts are not recording grade levels correctly. Arkansas allows the assignment of an ungraded status to students who have completed grade 11 but are not ready to enter the final year of high school. Students are not assigned to 12<sup>th</sup> grade until their final year.

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

To identify districts needing additional technical assistance, the Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT) requests for students age 14-21 are forwarded to the Post-school Outcome Intervention for Special Education (P.O.I.S.E.) team. P.O.I.S.E. assists districts in the development of IEPs for youth. By 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

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evaluation or most recent evaluation of the child, the child's academic development, and the functional needs of the child.

These activities are considered critical in meeting the improvement targets set in the SPP. These and others were identified in 2005-2006 through the use of the National Alliance for Secondary Education and Transition (NASET) Self-Assessment Tool. Initially, of the five NASET quality indicators, three indicators (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Subsequently, with the expansion of P.O.I.S.E. two additional indicators have been implemented (youth development and youth leadership; and family involvement).

**Youth development and Youth leadership:** In order to perform at optimal levels in all education settings, interventions utilized must consider and provide activities with experiences to develop academic and functional cognitive competencies with measurable results. Youth development should emphasize that effective programs and interventions recognize youth's strengths and seek to promote positive development rather than addressing risks in isolation. The conditions for healthy youth development require early support from family, school, and community. Arkansas needs to provide staff opportunities to create resilience in youth. Research has shown that the consistent presence of a single caring adult can have a significant positive impact on a young person's growth and development.

**Family Involvement:** Arkansas needs to promote and support the social, emotional, physical, academic and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, school, employers and agencies. Successful family involvement is championed by the school's staff, and offers a wide variety of ways to participate to create the outcomes designed in the intervention process.

Additionally, Arkansas has undertaken a Self Determination in Arkansas Research Project with the Beach Center on Disability at the University of Kansas. The project focuses on self-determination and transition. According to the Beach Center website (<http://www.beachcenter.org/projects/default.asp>), "the purpose of the self-determination and transition projects is to investigate instructional interventions intended to increase self-determination skills for youth with developmental disabilities."

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

There were no revisions to the proposed targets. However, improvement activities were expanded to include the Self Determination in Arkansas Research Project with the Beach Center on Disability at the University of Kansas.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 02: Dropout Rates**

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

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. (Explain calculation.)

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

The special education dropout benchmark of 1.55% is the State three-year average difference between all students and special education students. To establish the special education benchmark, 9-12 grade dropout rates are calculated for all students and special education students. The three-year average is 2.72% and 4.27% for special education and all students, respectively. The three-year difference has a standard deviation of 3.91%.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	Using a moving average based on the past four years (2002 - 2005) of data, Arkansas anticipates the percentage of children with disabilities dropping out of school to remain below the rate for all students and decrease from 3.32% to 2.70%. The percent mean difference between special education and all students will peak at -1.59%. Additionally, it is anticipated that the number of districts triggering will decline from 9 to 2 or 0.8%.

**Actual Target Data for 2005-06:**

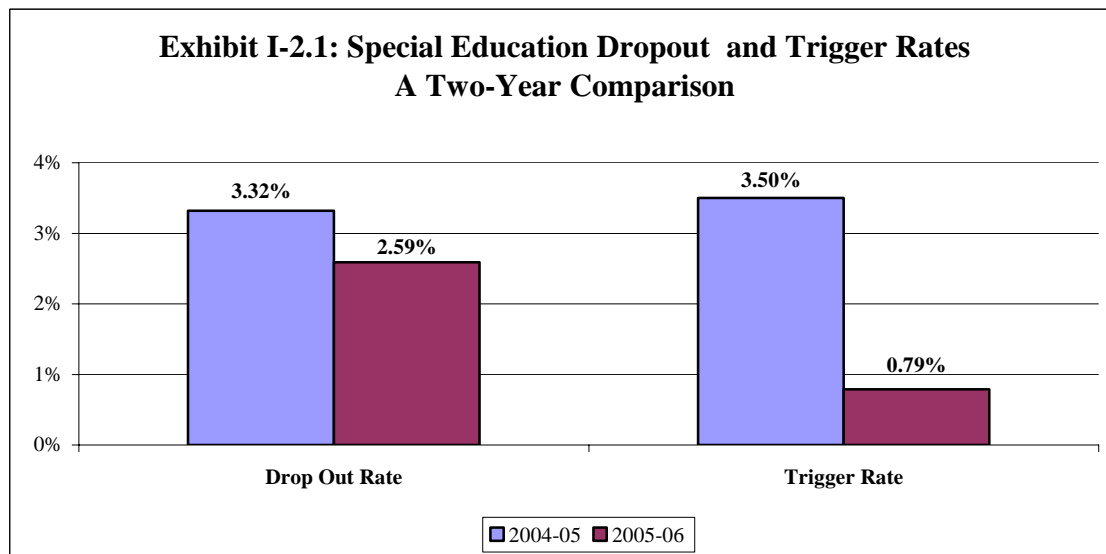
In 2005-06, 2.59% of students receiving special education services age 14-21 dropped out of school, exceeding the target of 2.70%. The percent mean difference between special education and all students is -1.21%. Additionally, 2 or 0.79% of districts triggered for focused monitoring.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Historically, Arkansas students receiving special education services dropout at a lower rate than all students. Presented in Exhibit I-2.1 is a two-year comparison of special education dropout and trigger rates.



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

To identify districts that need additional technical assistance, CIRCUIT requests for students age 14-21 are forwarded to the Post-school Outcome Intervention for Special Education (P.O.I.S.E.) team. P.O.I.S.E. assists districts in the development of IEPs for youth. By 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.

These activities are considered critical in meeting the improvements targets set in the SPP. These and others were identified in 2005-2006 through the use of the National Alliance for Secondary Education and Transition (NASSET) Self-Assessment Tool. Initially, of the five NASSET quality indicators, three indicators (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Subsequently, with the expansion of P.O.I.S.E. two additional indicators have been implemented (youth development and youth leadership; and family involvement).

**Youth development and Youth leadership:** In order to perform at optimal levels in all education settings, interventions utilized must consider and provide activities with experiences to develop academic and functional cognitive competencies with measurable results. Youth development should emphasize that effective programs

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and interventions recognize youth's strengths and seek to promote positive development rather than addressing risks in isolation. The conditions for healthy youth development require early support from family, school, and community. Arkansas needs to provide staff opportunities to create resilience in youth. Research has shown that the consistent presence of a single caring adult can have a significant positive impact on a young person's growth and development.

**Family Involvement:** Arkansas needs to promote and support the social, emotional, physical, academic and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, school, employers and agencies. Successful family involvement is championed by the school's staff, and offers a wide variety of ways to participate to create the outcomes designed in the intervention process.

Additionally, Arkansas has undertaken a Self Determination in Arkansas Research Project with the Beach Center on Disability at the University of Kansas. The project focuses on self determination and transition. According to the Beach Center website (<http://www.beachcenter.org/projects/default.asp>), "the purpose of the self-determination and transition projects is to investigate instructional interventions intended to increase self-determination skills for youth with developmental disabilities."

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

There were no revisions to the proposed targets. However, improvement activities were expanded to include the Self Determination in Arkansas Research Project with the Beach Center on Disability at the University of Kansas.

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**Monitoring Priority: FAPE in the LRE****Indicator 03: Assessment**

Participation and performance of children with disabilities on statewide assessments:

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

**Measurement:**

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

## B. Participation rate

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

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

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

## C. Proficiency Rate

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

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- e. Number of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent =  $e$  divided by  $a$  times 100)

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above  
Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

(See Attachment 2)

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	<p><b>AYP</b></p> <p><b>Literacy:</b> The percent of districts meeting AYP objectives will be 9.0%.</p> <p><b>Mathematics:</b> The percent of districts meeting AYP objectives will be 36.48%.</p> <p><b>Participation</b></p> <p>The participation target is 95% as in accordance with NCLB.</p> <p><b>Performance Proficiency</b></p> <p>The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2005-06 is 9.37%.</p> <p>The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2005-06 is 18.54%.</p>

**Actual Target Data for 2005-06:****AYP**

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

**Literacy: The percent of districts meeting AYP objectives in 2005-06 was 21.43%**

Grade Level	# of districts with AYP subgroups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	18	5	27.78%
6-8	22	3	13.64%
9-12	2	1	50.00%
<b>All Grades</b>	<b>42</b>	<b>9</b>	<b>21.43%</b>

**Mathematics: The percent of districts meeting AYP objectives 2005-06 was 32.00%**

Grade Level	# of districts with AYP sub groups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	18	6	33.33%
6-8	23	5	21.74%
9-12	9	5	55.56%
<b>All Grades</b>	<b>50</b>	<b>16</b>	<b>32.00%</b>

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**Participation****Participation Rate**

- Number of children with IEPs in grades assessed: 33,270
- Number of children with IEPs in regular assessment with no accommodations (percent =  $b$  divided by  $a$  times 100): 9,152 or 27.51%
- Number of children with IEPs in regular assessment with accommodations (percent =  $c$  divided by  $a$  times 100): 20,093 or 60.39%
- Number of children with IEPs in alternate assessment against grade level standards (percent =  $d$  divided by  $a$  times 100): Not Applicable
- Number of children with IEPs in alternate assessment against alternate achievement standards (percent =  $e$  divided by  $a$  times 100): 2,881 or 8.66%

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above  
 Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

**96.56% of all special education students participated in the statewide assessment.**

**Performance Proficiency****Proficiency Rate for Literacy**

- Number of children with IEPs assessed in grades assessed: 32,126
- 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  $a$  times 100): 2,243 or 6.98%
- Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent =  $c$  divided by  $a$  times 100): 1,040 or 3.34%
- 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
- 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): 1,427 or 4.44%

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above  
 Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

**14.66% of all special education students who participated in the literacy assessment were proficient.**

**Proficiency Rate for Mathematics**

- Number of children with IEPs assessed in grades assessed: 28,330
- 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  $a$  times 100): 2,398 or 8.46%
- Number of children with IEPs in grades assessed who are proficient or above as

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measured by the regular assessment with accommodations (percent =  $c$  divided by  $a$  times 100): 1,928 or 6.81%

- 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): 1,081 or 3.82%

Account for any children included in  $a$  but not in  $b$ ,  $c$ ,  $d$ , or  $e$  above  
 Overall Participation Percent =  $(b + c + d + e)$  divided by  $a$

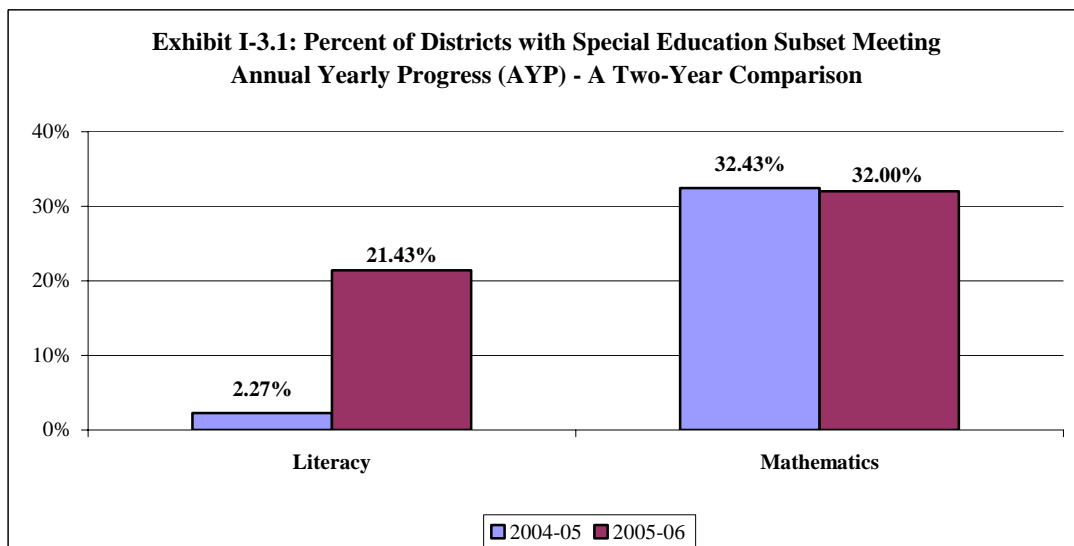
**19.09% of all special education students who participated in the Mathematics assessment were proficient.**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

**AYP**

The target for percent of districts with special education subsets meeting AYP literacy objectives was 9.0%. The actual target data is 21.43%; thus, exceeding the proposed target by 12.43 percentage points. Part of the gains can be contributed to the inclusion of functional independence performance description to meet proficiency in the assessment. Exhibit I-3.1 illustrates the two-year actual AYP data.

The percent of districts meeting AYP objectives for mathematics however, failed to reach the proposed target of 36.48%. The percent of districts with special education subsets meeting AYP mathematics objectives declined slightly from the 2004-05 rate.

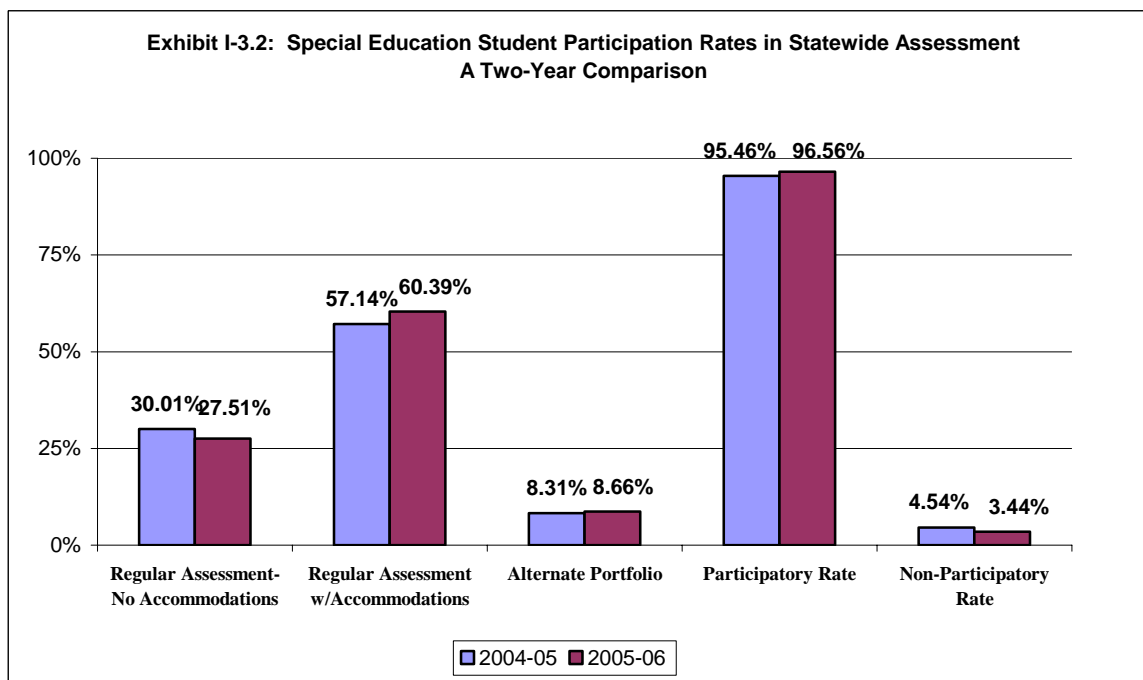


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One possible factor influencing the slight decrease in the numbers of the AYP target for the subset of students with disabilities was the intense effort made in literacy training through the State Improvement Grant. This literacy effort is producing great results as evidenced in the increase from 2.27% to 21.43%. It is possible that some of this intense effort through the SIG and Reading First initiatives has diluted the mathematics emphasis; however, it is only less than one half of one percent decrease. Statistically that is not significant based on the number of students involved and the diversity of the scores compared. The overall performance still was within the targeted projection.

**Participation**

The participation target is 95%; however, the 2005-06 participation rate increased to 96.56% (Exhibit I-3.2). As expected, as the number of students receiving accommodations on the regular benchmark exam increases, so does the participation rate overall. Once the local district staffs were trained on the proper use of the allowable accommodations and implemented them, the student participation in the regular benchmark increased.



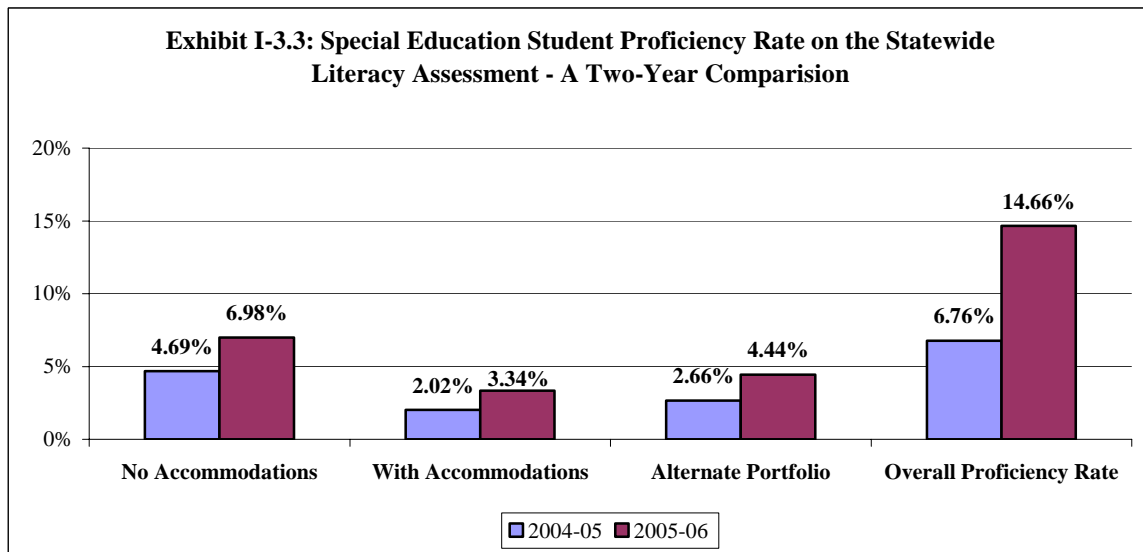
**Performance Proficiency**

The proficiency rate for students with disabilities increased both in literacy and mathematics for 2005-06. While this was not a dramatic increase in the proficiency scores, it was sufficient to meet the yearly target and continues to improve. This is a very difficult subgroup of students and very challenging to show sharp increases in short periods of time. To show a steady increase in the overall proficiency rate represents a major effort on the part of teachers and local school officials.

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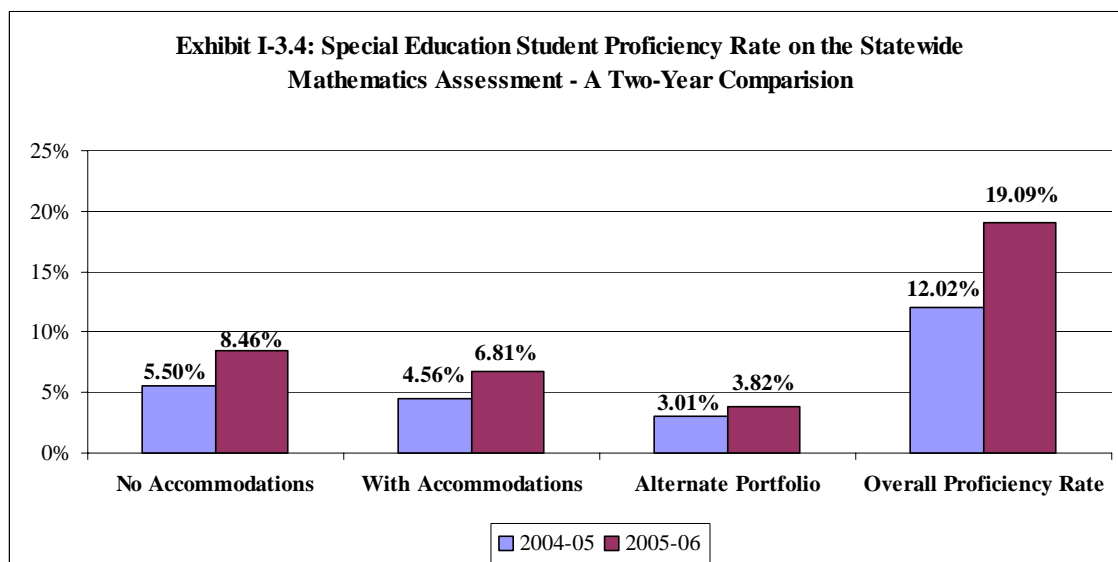
**Literacy**

The percent point gain for literacy under Arkansas’ NCLB plan is 6.41; therefore, the target for 2005-06 is 13.17%. The overall literacy proficiency rate reached 14.66% exceeding the target by 1.49 percentage points. Exhibit I-3.3 displays a two-year comparison of literacy proficiency.



**Mathematics**

Arkansas’ NCLB plan outlines a 6.52 percentage point gain for mathematics; therefore, the target for 2005-06 is 18.54%. The mathematics proficiency rate exceeded the target by one-half of one percentage point, thus reaching 19.09%. Exhibit I-3.4 displays a two-year comparison of mathematics proficiency.





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Additional influences on the assessment scores are the activities of the Arkansas SIG. As Arkansas moved into year 3 of the SIG, the target schools are seeing moderate increased academic achievement by students with disabilities with the greatest gains in the early grade levels.

**Revisions, with Justification, to Proposed Targets/Improvement  
Activities/Timelines/Resources for 2005-06**

Revisions were made to the 2004-05 proficiency assessment baseline data. At the time of developing the SPP the 2004-05 State assessment data was not finalized; therefore, the proficiency targets were developed using preliminary assessment results. The preliminary literacy assessment data were found to have scoring errors, which were not corrected until after the submission of the SPP.

In addition to revising the proficiency numbers for literacy, the denominator for literacy and mathematics was adjusted to reflect only students assessed in the assessed grade levels, not enrolled. This change resulted in the percentage of mathematics proficient students increasing.

SIG activities will continue to focus on improving student achievement.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 04: Rates of Suspension and Expulsion**

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

**Measurement:**

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

Include State’s definition of “significant discrepancy.”

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	<ul style="list-style-type: none"> <li>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 254 districts in the State times 100: 3.5%</li> <li>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. This is a new indicator for 2005-06, which has a baseline of 5.91%.</li> </ul>

**Actual Target Data for 2005-06:**

- A. In 2005-06, 661 students had out of school suspensions greater than 10 days or were expelled. Through the State focused monitoring system 23 districts were identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, resulting in a State rate of 9.06%.

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**Part B State Annual Performance Report (APR) for FFY 06 (2005-06)**

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B. In 2005-06, 5.91% or 15 districts were 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 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/African American (non-Hispanic) 4.33%
- Hispanic or Latino 0.00%
- White (non-Hispanic) 1.57%.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during 2005-06:**

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.

Data protocol changes in 2005-06 may have lead to the increase from previous years. The Arkansas Department of Education collects all data elements at the student level; however, in past years the Special Education Unit received aggregated data—LEA student counts greater than 10 days by race. The implementation of receiving and analyzing student level discipline data, as opposed to aggregated student data, allowed the IDEA Data & Research Office to identify many anomalies in the data set. If this change had not occurred, Arkansas would have met the target for Indicator 4A.

Additionally, the 2005-06 data pulled from APSCN (the statewide data system) encountered an error leading to erroneous days of suspension counts. Although special education was able to have districts correct the missing special education data, it was not true for general education counts. Therefore, to make the data comparable, any student with an out of school suspension with zero number of days was assigned three days. This adjustment was made for both general education and special education wherever the data was missing to allow for comparability.

Activities of the Arkansas State Improvement Grant include the reduction in discipline referrals and actions in targeted schools as compared to comparison schools. Arkansas schools report their discipline information to a statewide computer system called APSCN. Thus, one can follow the type and number of disciplinary actions taken by schools over the last several years with relative ease. Staff identified 25 target schools and 76 potential

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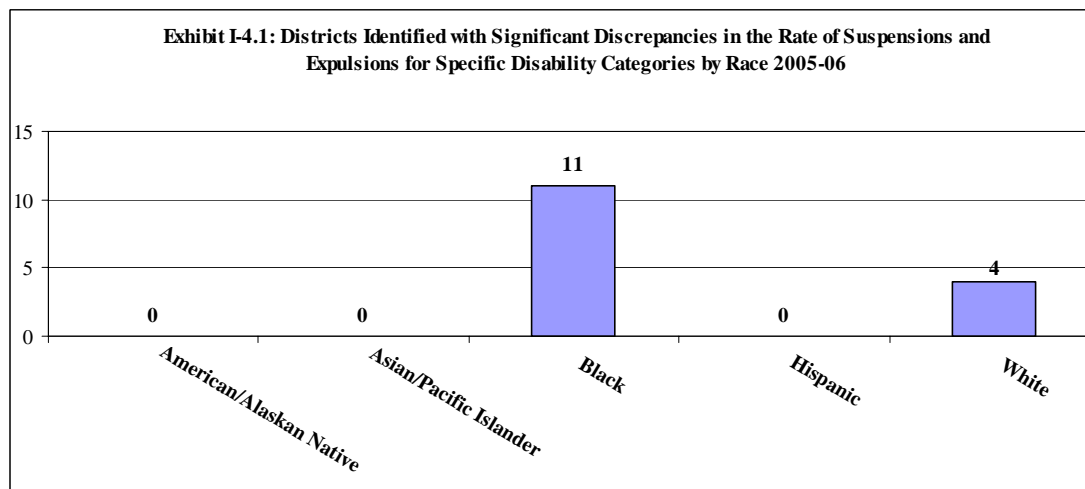
comparison schools in an attempt to determine if the implementation of Project ACHIEVE in the target schools can lower the number of office discipline referrals and the number of disciplinary actions. Project ACHIEVE was implemented in the target schools during the last two years.

An examination of referrals from September 2005 through February 2006 revealed that the number of discipline referrals per 1,000 students per day in 13 target schools and 39 comparison schools appeared to have a slight upward trend in the number of referrals per day, with the target schools having about twice as many as the comparison schools. A reduction in the target schools' baseline rate of referral to the level of the comparison schools or below would be significant.

An analysis of the number of disciplinary actions per 100 students for comparison and target schools over the last 5 years (2000-01 through 2004-05) revealed that target schools in 2001 were experiencing approximately 37 disciplinary actions per 100 students while the rate for comparison schools was approximately 25 disciplinary actions per 100 students. Between 2001-02 and 2003-04, the number of disciplinary actions continued to increase for target schools reaching approximately 48 disciplinary actions per 100 students. The rates for comparison schools also increased fluctuating between approximately 36 to 38 disciplinary actions per 100 students for the three years, clearly illustrating that the target schools were experiencing more disciplinary actions per 100 students than the comparison schools over the previous four years. In 2004-05, the target schools experienced fewer disciplinary actions with approximately 28 per 100 students than the approximate 31 per 100 students in the comparison schools. In fact, the number of disciplinary actions per 100 students dropped to a new low and also dropped below the comparison schools for the first time. This would indicate that as soon as Project ACHIEVE was launched in the target schools, the number of disciplinary actions per 100 students dropped for the first time. This is significant since the target schools were clearly experiencing more disciplinary actions per 100 students than the comparison schools over the previous four years. Continuation of this trend will provide further support for the effectiveness of Project ACHIEVE.

Indicator 4B had baseline data collected in 2005-06. At the State level there was no racial/ethnic disproportionality by disability category. However, 15 districts were identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity for greater than 10 days. The number of districts by race/ethnicity is present in Exhibit I-4.1

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The ADE continues to work with the School-Based Mental Health (SBMH) Network to expand district participation. Districts with SBMH services report a direct correlation between the provision of SBMH services and reduction in the number and type of discipline referrals.

Additionally, there were 200 service requests made through CIRCUIT, which were forwarded 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.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

There were no revisions to proposed targets, timelines, or resources for 2005-06. However, the targets may need to be adjusted after the 2006-07 school year discipline data are analyzed.

Activities were updated to include the SIG activities.

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**Monitoring Priority: FAPE in the LRE**

**Indicator 05: Percent of children with IEPs aged 6 through 21**

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

<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	<ul style="list-style-type: none"> <li>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%</li> <li>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%</li> <li>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%</li> </ul>

**Actual Target Data for 2005-06:**

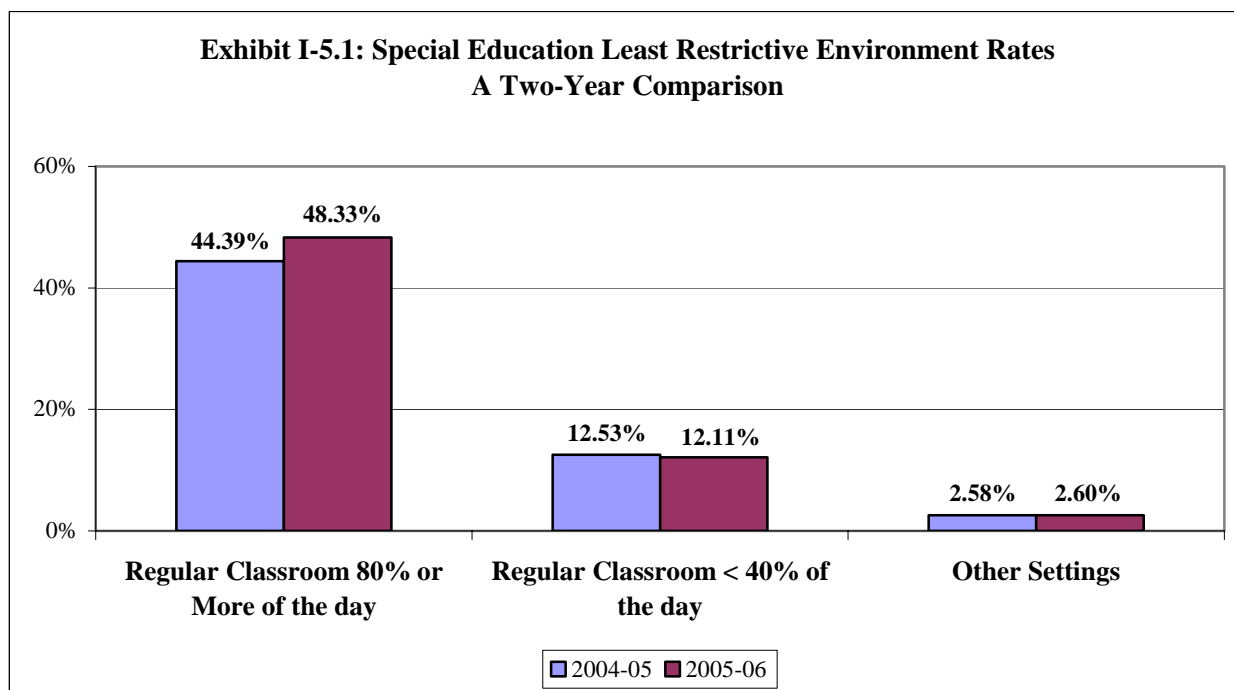
- A. In 2005-06, 48.33% of children with IEPs were removed from the regular class less than 21% of the day.
- B. In 2005-06, 12.11% of children with IEPs were removed from the regular class greater than 60% of the day.
- C. In 2005-06, 2.60% of children with IEPs were served in public or private separate schools, had residential placements, or had homebound/hospital placements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

In 2005-06, 48.33% of students with IEPs were served in the regular classroom 80% or more of the day; thus, exceeding the proposed target of 46.33% by two percentage points, as seen in Exhibit I-5.1. Further, the actual target data are an increase of 8.87% from the 2004-05 rate of

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46.33%. The increase of students receiving services in the regular class can be contributed to more schools implementing co-teaching in the regular classroom.



The percentage of students with IEPs who were removed from the regular class greater than 60% of the day declined at a rate faster than anticipated. The actual target data (12.11%) is 3.35% lower than in 2004-05.

Co-teaching also contributed to the decline in students with IEPs removed from the regular class greater than 60% of the day. In 2005-06, 36 districts were trained that included 52 buildings and 395 participants. These numbers represent in Phase 1 Building Leadership Team -- 208; Phase 2 Co-Teaching Partnerships – 187. In 2006-07, an additional 27 districts were trained that included 20 buildings, representing 338 participants (Phase 1 Building Leadership Team – 174; Phase 2 Co-Teaching Partnerships – 164).

Of the teams that participated in the 2005-06 training 46 Building Leadership Teams responded to the Action Planning Checklist which has items related to the numbers of students and teachers participating in co-taught classrooms, co-taught subject areas, and disability categories. An analysis of the responses to these items revealed positive trends in co-teaching implementation. The numbers of general and special education teachers participating in the model doubled between the 2004-2005 school year and the 2005-2006 school year. The percentage of students with disabilities participating tripled increasing from a mean of 12.84% for the 2004-2005 school year to a mean of 30.37% for the 2005-2006 school year. A mean of 8.6 students with disabilities and 14.86 students without disabilities were scheduled in a single co-taught class indicating a 3:1 ratio. While this ratio indicates a high number of students with disabilities in comparison to

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students without, class size appears to be small with an average of 23 students in a co-taught class. Co-teaching was offered across subject areas with a concentration in Language Arts (73.9%) and Mathematics (78.3%). Co-teaching was also offered in Science (30%) and Social Studies (21.7%).

In the “Other” category, 4.3% indicated Reading. The number of days a week that teams co-taught in a single subject area revealed that most provided co-teaching on a daily basis (78.3%). A particularly positive trend was found in the results for disability categories under IDEA receiving co-taught services. All disability categories were represented. As expected the highest number of students (654) were identified as having a learning disability, following by Other Health Impairment (164) and Speech or Language Impairment (137) (Analysis provided by Dr. Cynthia Pearl, University of Central Florida).

The percentage of students with IEPs who were served in public or private sector schools, residential facilities, day schools, or hospital/homebound increased by 0.02 percentage points. Although the target was not met, it is not attributable to the percent of students served in these settings.

Additionally, LRE is a focused-monitoring indicator. As part of the focused monitoring system, the Monitoring/Program Effectiveness (M/PE) Section provided technical assistance and oversight to districts that triggered. 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 included:

- 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 districts excessive use of restrictive placements; and
- ADE initiative on the University of Kansas training on the SIM. Through the Arkansas SIG, literacy training will be provided across the state.

Also influencing LRE are the activities of the Arkansas SIG. A target of the SIG for 2005-06 was to compare the percent of students in the Goal 1 (literacy) participating schools in less restrictive environments against the state and to note improvements. Even though there was only one year of data, LRE placement data revealed that 100% of Cohort 1 schools (began SIG activities in 2004-2005), as well as 50% Cohort 2 schools (began SIG activities in 2005-2006) are above the State



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percentage for the educational environment 80% or more of the day in the regular classroom.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

There were no revisions to the proposed targets/ improvement activities, timelines, or resources for 2005-06. However, we recognize that the changes to the educational placements for 2006-07 will impact the percent of students with IEPs being served in the least restrictive environment. Currently, students in correctional facilities or private schools (parentally placed) are often receiving services in the regular classroom 80% or more of the day. Removing these students from the least restrictive environment may require a new baseline and targets.

During the 2005-2006 school year the Arkansas SIG activities included planning for the incorporation of the SIM Content Literacy Continuum model in Arkansas Schools. This planning was a collaborative effort carried out with the Special Education Unit, the General Education ADE K-12 Literacy Unit, and representatives from higher education and Alternative Learning Environments.

The Arkansas SIG will continue tracking the LRE of students participating in Goal 1 Literacy. A target of the SIG is to analyze if students in schools participating in Goal 1 Literacy are moving from more restrictive environments to lesser restrictive environments.

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**Monitoring Priority: FAPE in the LRE****Indicator 06: Percent of preschool children with IEPs aged 3 through 5**

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

**Measurement:**

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	Percent = number of children with IEPs receiving special education and related services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100: 63.35%

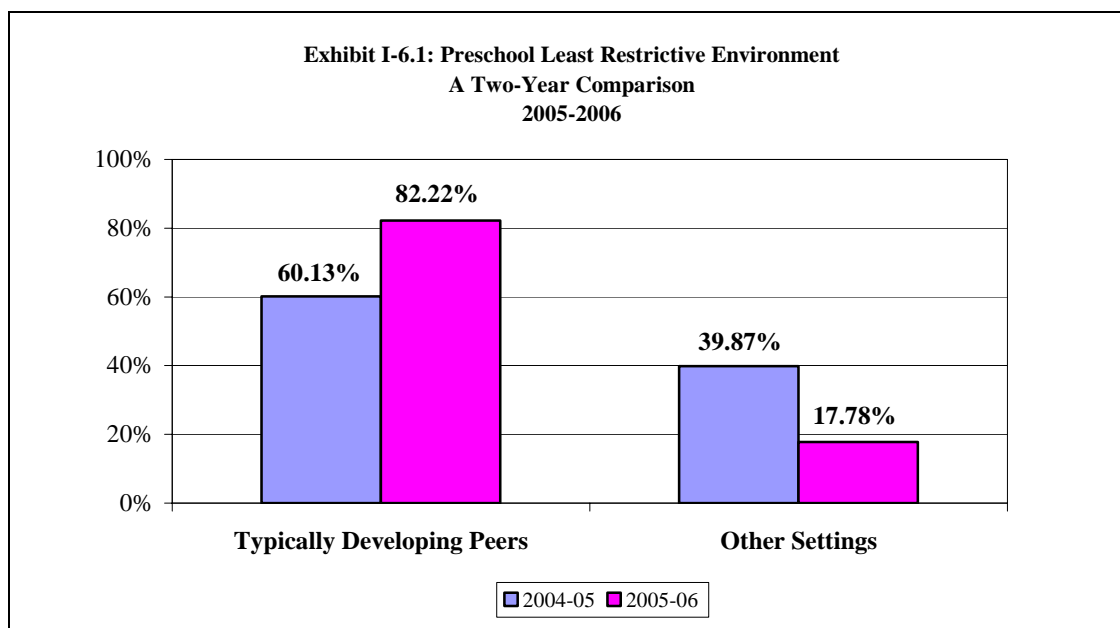
**Actual Target Data for 2005-06:**

In 2005-06, 82.22% of preschool children with IEPs received special education and related services in settings with typically developing peers. The settings included regular preschool programs, early childhood settings, part-time early childhood/part-time early childhood special education settings, reverse mainstream programs and children being served at home.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

The percent of preschool children with IEPs receiving special education and related services in settings with typically developing peers increased by 36.74%. As illustrated in Exhibit I-6.1, Arkansas exceeded the 63.35% target by 18.87 percentage points, reaching 82.22%. Much of the increase can be attributed to the ongoing LRE training, which focuses on determining a child's LRE based on the child's classroom or instructional setting, not the organization's structure. The shift of focus has resulted in less than 18% of children being served in other settings—a 55.41% decline from 2004-05 to 2005-06.

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These improvements are greatly associated with the continued coordination between ADE and the Division of Developmental Disabilities Services (DDS) at the Arkansas Department of Health and Human Services. During 2005-06, the two agencies diligently worked to refine the agency coordination processes and the interagency agreement. Quarterly meetings were held with ADE and DDS staffs to further facilitate agency coordination of service delivery and data collection.

In June 2006, the special education early childhood (EC) coordinators participated in a retreat to further develop strategies regarding instructional delivery in general education settings. The strategies focus on the development of knowledge and skills of special education and general education early childhood educators to facilitate student participation in general education settings.

Technology has also assisted early childhood programs in program delivery. The EC programs began using the new Early Childhood SEASWeb™ IEP application, which was developed with the General Supervision Enhancement Grant, awarded in 2004. Additionally, Arkansas developed a new web-based referral system known as ECSPEC in 2005-06 to be active in 2006-07. The referral system, the Early Childhood Special Education Coordination system, facilitates information exchanges and rapid referrals between general education and special education settings.

Additionally, funds were provided to the ADE beginning in 2005-06 and continuing in 2006-07 through an inter-agency collaboration with the Arkansas Department of Health and Human Services for the creation of a regional network of Early Childhood Behavior Intervention (ECBI) professionals. The purpose of the ECBI program is to successfully intervene prior to a student's entry into the school age environment.

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This network, through the employment of 16 trained and highly qualified ECIBIs, provides direct interventions for preschool children exhibiting either challenging or significant behavioral manifestations, based on reports from teachers, other school personnel, or parents. Without ECBI services, these preschool children face significant educational disruption and, in many cases, removal from their peers' general educational setting. The ECIBIs work closely with preschool educators to design and implement classroom-based interventions tailored to the specific needs of the child.

Requests for behavioral services are made through the Special Education ECSPEC website which are then electronically transmitted to each regional educational cooperative ECBI. Direct services through a cooperative ECBI are available for any preschool student, whether or not the student has been identified as in need of special education. At the current request rate, it is anticipated that about 500 preschool behavior cases will be worked during 2006-07.

Furthermore, Arkansas began preparations for the changes to the EC educational environments during the 2005-06 school year. Web-based trainings were held in February 2006 to present the changes to the EC programs. Additional training will be held in August 2006 prior to the beginning of the 2006-07 school year. The IDEA Data & Research Office will continue to conduct web-based training each August on data requirements for the next school year.

**Revisions, with Justification, to Proposed Targets/Improvement  
Activities/Timelines/Resources for 2005-06:**

There were no revisions to proposed targets for 2005-06. However, activities were updated to include the development of the Early Childhood Behavior Intervention (ECBI) regional network.

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

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**Monitoring Priority: FAPE in the LRE****Indicator 07: Preschool Outcomes**

Percent of preschool children 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:**

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

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

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
  - a. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
  - b. Percent of preschool children who improved functioning but not

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sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

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

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = number of preschool children who improved functioning to a level nearer same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers = number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

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e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed times 100.

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	The first set of progress data will be submitted in February 2008.

**Actual Target Data for 2005-06:**

Progress data are not available for 2005-06. The first set of progress data will be submitted for 2006-07 in February 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:**

With the AR General Supervision Enhancement (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 2006; and Early Childhood Outcome (ECO) Center provided reliable outcomes training using the Child Outcome Summary Form in August 2006 for Part B and Part C program staff. In addition, evidence statements and measurement approaches based on the revised ECO Center recommendations for reporting data at the child level and the State level were provided.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

There were no revisions to proposed targets, improvement activities, timelines, or resources for 2005-06.

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

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Percent = Number of respondent parents who report school facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities times 100: 90.00%

**Actual Target Data for 2005-06:**

Statewide, a total of 253 local education agencies with special education programs completed family surveys for the 2005-06 school year. Overall, 8,791 surveys were collected with 8,220 or 93.52% of respondents reporting school facilitated parent involvement as a means for improving services and results for children with disabilities.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

There is no explanation of progress or slippages for 2005-06 as it was the baseline year; however, presented below is a summary of the survey results.

Forty-two (42) local education agencies with early childhood programs completed family outcome surveys for the 2005-06 school year. Overall, 1,306 surveys were collected. Of those surveys, 1,083 respondents, or 82.92% reported school facilitated parent involvement as a means for improving services and results for children with disabilities.

Two hundred eleven (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 for improving services and results for children with disabilities.

Statewide, a total of 253 local education agencies with special education programs completed family outcome surveys for the 2005-06 school year. Overall, 8,791 surveys



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were collected. Of those surveys, 8,220 respondents reported school facilitated parent involvement as a means for improving services and results for children with disabilities, bringing the statewide percentage of school facilitated parent involvement to 93.52%. Completed activities for this indicator included:

- The development and implementation of two web-based family surveys in English and Spanish. The surveys were accessible through the special education website to be answered at the time of annual reviews.
- In March 2006, the IDEA Data and Research Office conducted trainings on the early childhood and school age family surveys for all local education agencies.
- Data collection for this indicator began in late March 2006 and ran through June 2006.
- The surveys were also developed in English and Spanish as an embedded scan form. This allowed parents who were unable to participate in their child's annual review to respond without needing Internet access. The embedded scan form questionnaire also made the survey available to parents who were attending the annual review in a location where Internet access was unavailable.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

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 the scan forms to meet the request. In addition, family survey reports will be developed for each LEA along with sub-reports based on resident LEA and building code for each Co-op/LEA early childhood program and school district, respectively.

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

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**Monitoring Priority: Disproportionality****Indicator 09: Disproportionality**

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (20 U.S.C. 1416(a)(3)(C))

**Measurement:**

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

Include State's definition of "disproportionate representation."

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

**State Methodology for Disproportionality/Over-Representation**

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

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

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

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Formula: (Percent African American in Special Education – Percent African American in the District) = Difference between Special Education and District

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and a related service as a result of inappropriate identification.

**Actual Target Data for 2005-06:**

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Through the monitoring process, the State M/PE Section found zero (0) percent of districts having disproportionate representation of racial/ethnic groups in special education and related services as a result of inappropriate identification.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/ timelines/ resources for 2005-06.

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### Monitoring Priority: Disproportionality

**Indicator 10: Disproportionality—Child with a Disability**

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (20 U.S.C. 1416(a)(3)(C))

**Measurement:**

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

Include State’s definition of “disproportionate representation.”

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

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

The established State benchmark for all racial/ethnic groups is based on risk ratios greater than 1.5 for over-representation and the inverse, 0.67 for under-representation.

The State M/PE Section reviews student due process folders and policy documents in districts that triggered for disproportionality for inappropriate policy, procedures, and practices.

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

**Actual Target Data for 2005-06:**

Zero (0) percent of districts were identified as having disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Through the monitoring process, the State M/PE Section found zero (0) percent of districts having disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.

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## Monitoring Priority: Effective General Supervision Part B — Child Find

### Indicator 11: Effective General Supervision Part B —Child Find

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

**Measurement:**

- A. Number of children for whom parental consent to evaluate was received
- B. Number determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)
- C. Number determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)

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.

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	100% of children with parental consent to evaluate are evaluated within the State established timeline of 60 days (or State established timeline).

**Actual Target Data for 2005-06:**

91.91% of children with parental consent to evaluate were evaluated within the State established timeline of 60 days.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

In 2005-06, there were 11,158 students with parent consent to evaluate who were evaluated. The number of students evaluated within the State’s 60-day timeline was 10,255 or 91.91%. Of these, 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 (71.98%) determined eligible and 253 (28.02%) found not eligible.

As part of the monitoring procedures, the M/PE Section of the SEU conducts student file audits to ascertain if local districts are meeting timelines. Districts who fail to meet timelines are given a noncompliance cite requiring a corrective action plan (CAP) to be submitted. The SEA supervisor assigned to the district assists in the development of the action plan. The *AMI*<sup>TM</sup> software developed in 2005-06, and being fully implemented in 2006-07, will provide the M/PE Section the means to electronically monitor 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

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IEP application developed as part of the Arkansas GSEG.

**Revisions, with Justification, to Proposed Targets/Improvement  
Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement  
activities/timelines/resources for 2005-06.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: Effective General Supervision Part B —  
Effective Transition****Indicator 12: Early Childhood Transition**

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

**Measurement:**

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

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

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	The percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday was 100%.

**Actual Target Data for 2005-06:**

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 was 75.91%.

- a. Number of children who have been served in Part C and referred to Part B for eligibility determination: 631
- b. Number of those referred and determined to be not eligible whose eligibilities were determined prior to their third birthday: 64
- c. Number of those found eligible who have an IEP developed and implemented by their third birthday: 397
- d. Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services: 44

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



## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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Percent =  $c$  divided by  $(a - b - d)$  times 100  $((397 / (631 - 64 - 44)) * 100 = 75.91\%$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

In 2005-06, 631 children being served in Part C were referred to Part B for eligibility determination, of which, 461 had eligibility determined by their third birthday, with 397 found eligible and 64 not eligible. An additional 44 children had delays in evaluation or initial services due to parent refusal.

There were 132 Part C to B referrals who did not have eligibility determined prior to their third birthday. One hundred nineteen (119) were found eligible and 13 not eligible. The number of days beyond the third birthday range from one (1) to 326. Reasons for the delays included child or family illness, families moved making the child unavailable, evaluation reports were delayed, and/or Part C failed to refer the child to Part B in a timely manner. Furthermore, 38 children with parental consent had no determination due to family circumstances making the child unavailable for evaluation.

As part of the monitoring procedures, the M/PE Section of the SEU conducts student file audits to ascertain if LEAs are meeting timelines. LEAs who fail to meet timelines are given a noncompliance cite requiring a corrective action plan (CAP) to be submitted. The SEA supervisor assigned to the LEA assists in the development of the action plan.

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. The Referral Tracking Application contains data fields for the identification of Part C to Part B transition children, as well as reasons for failing to meet the third birthday services requirement. 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.

Early childhood transition is a key element of the Arkansas GSEG awarded in 2004-05. A joint project of the ADE and DHHS, two different GSEG transition meetings for coordinators yielded regional Part B and C Action Plans that would assist in improving the transition process. Elements of the plans included:

1. Professional development for agency and parents
2. Transitional Fair
3. Visits to Co-op/School/Open House for EI children
4. Resource Guide
5. Collaborative Assessment Plan Statewide to include hearing/vision screens prior to referrals, social history prior to referral and dissemination of brochures with letters 180 days prior to child's third birthday

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6. Develop web site to access transition information (DDS, Co-ops and parents)
7. Home visits
8. Spanish version of transition brochures developed last year

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: Effective General Supervision Part B —  
Effective Transition****Indicator 13: Secondary Transition**

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

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

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	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%

**Actual Target Data for 2005-06:**

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 Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

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.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.

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

**Indicator 14: Post School Outcomes**

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

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	There is no progress data available for 2005-06 at this time. Progress data for 2005-06 leavers will be reported in February 2008.

**Actual Target Data for:**

There are no progress data available for 2005-06 at this time. Progress data for 2005-06 leavers will be reported in February 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Not Applicable

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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

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

Percent = [(b) divided by (a)] times 100.

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	Percent of noncompliance corrected within one year: 100%

**Actual Target Data for:**

- a. Number of findings of noncompliance: 148
- b. Number of corrections completed as soon as possible but in no case later than one year from identification: 127

$$85.81\% = (127/148) \times 100$$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

The target for 2005-06 was 100%. Overall there were 148 findings of noncompliance identified through monitoring and dispute resolution. However, there were 21 outstanding noncompliance issues one year after identification.

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 (IEP)
- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)

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**Part B State Annual Performance Report (APR) for FFY 06 (2005-06)**

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- 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

One hundred twenty-seven (127) or 85.81% of required corrections were completed as soon as possible but in no case later than one year from identification. Two dispute resolution findings from 2004-05 exceeded the one-year timeline. One finding reached compliance one-month after the one-year mark and for the other compliance is pending. Three districts continue to have outstanding monitoring CAPS from 2004-05, representing 19 of the noncompliance issues. These issues include child find, due process, IEP, LRE, and protection in evaluation.

CAPS remained open as a result of numerous staff changes within the three districts and the SEA; this delayed the timely implementation of corrective actions by the cited districts. Consequently, the districts will be included in Focused Monitoring in FY 2006-2007. The ADE will expect these districts to be in substantial compliance with all corrective actions addressing outstanding issues prior to the 2007-2008 school year.

All three districts continue to be monitored for compliance with Least Restrictive Environment and Disproportionality through the state's ACSIP process and have been placed on Focused Monitoring for FY 2006-07. One district has a facility issue requiring physical improvements to be addressed during district renovations or new construction. The impact of students attending private day school and residential settings operated by a private company including an ICFMR facility in one district is currently under review.

The ADE Special Education Unit has scheduled each of these LEAs for continued Focused Monitoring for 2006-07 and will aggressively pursue the correction of all noted deficiencies. The LEAs continued failure to correct deficiencies would result in the imposition of sanctions as required by 34 CFR 300.604 of the 2004 IDEA implementing regulations.

Further, each year a Survey of Financial Compliance is conducted to validate the use of

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**Part B State Annual Performance Report (APR) for FFY 06 (2005-06)**

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federal funds and each LEA's conformance to required ACSIP reporting. In addition, the Grants and Data Management Section continues 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 online survey must be completed before an LEA supervisor can access the district's current budget via MySped Resource for modification.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

The SPP was updated to reflect the changes made to the indicator.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: Effective General Supervision Part B —  
General Supervision****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 (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

See Attachment 1

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

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Percent of signed written complaints with reports issues that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint: 100%

**Actual Target Data for:**

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: 100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Arkansas had 100% of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Of 33 signed written complaints received in 2005-06, investigations were conducted and reports were issued for 21 complaints. While 19 reports had findings, all 21 complaint investigation reports were issued within timelines. A total of 12 complaints of the 33 field were withdrawn or dismissed. There were no complaints pending at the end of the state fiscal year.

The Dispute Resolution Section (DRS) staff attended meetings held by OSEP and the Consortium For Appropriate Dispute Resolution in Special Education (CADRE) to ensure that Arkansas systems are adequate.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.



## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: Effective General Supervision Part B —  
General Supervision****Indicator 17: Due Process Timelines**

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

**Measurement:**

See Attachment 1

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party: 100%

**Actual Target Data for 2005-06:**

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party: 100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

In 2005-06, there were 20 hearing requests and two expedited hearing requests, for a total of 22 hearing requests. The two expedited hearing requests were not fully adjudicated. As for the 20 hearing requests, twelve went to resolutions sessions with six reaching settlement agreements. Four hearings were fully adjudicated within extended timelines. Thus, 10 of the 20 hearing requests were resolved through either a resolution session settlement agreement or an adjudicated hearing. Of the 10 remaining, all were resolved by some other means.

Trainings were held for hearing officers to keep them current under IDEA.

The Dispute Resolution Section (DRS) staff attended meetings held by OSEP and the Consortium For Appropriate Dispute Resolution in Special Education (CADRE) to ensure that Arkansas systems are adequate.

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**Revisions, with Justification, to Proposed Targets/Improvement  
Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/  
resources for 2005-06.

Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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

**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 of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

See Attachment 1

Percent = [3.1(a)] divided by (3.1) times 100.

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 50%

**Actual Target Data for:**

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 50%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

Arkansas had 20 hearing requests and two expedited hearing requests throughout 2005-06. Twelve of the hearing requests went to resolution sessions with six resulting in settlement agreements.

Trainings were held for hearing officers to keep them current under IDEA.

The Dispute Resolution Section (DRS) staff attended meetings held by OSEP and the Consortium For Appropriate Dispute Resolution in Special Education (CADRE) to ensure that Arkansas systems are adequate.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

Revisions were made to the baseline and proposed targets due to an irregular calculation.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

**Monitoring Priority: Effective General Supervision Part B —  
General Supervision****Indicator 19: Mediation Agreements**

Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

See Attachment 1

Percent =  $[2.1(a)(i) + 2.1(b)(i)]$  divided by (2.1) times 100

FFY	Measurable and Rigorous Target
<b>FFY 2005 (2005-2006)</b>	Percent of mediations held that resulted in mediation agreements: 72.2%

**Actual Target Data for 2005-06:**

Fifty-two percent (52%) of mediations requested resulted in mediation agreements.

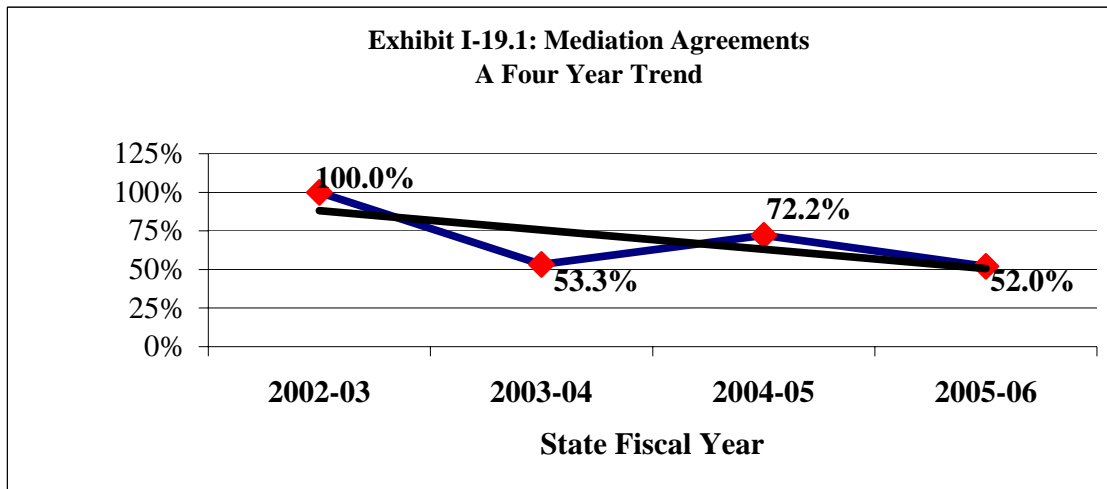
$$12/23 = 52.00\%$$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

The ADE and University of Arkansas at Little Rock Bowen School of Law Mediation Project had 23 mediation requests in 2005-06. Zero of the mediation requests were related to due process. Twenty-three mediations were held and 12 reached agreements. No mediations were pending as of June 30, 2006. Fifty-two percent (52%) of mediations requested resulted in mediation agreements, slipping below the anticipated target of 72.2%.

Mediations have multiple issues and not all issues are resolved through the mediation process. Often there are partial agreements and others may be dropped or referred for hearing. Arkansas's mediation requests resulting in mediation agreements over a four-year timeframe have a wide variance. Between 2002-03 and 2003-04 fiscal years the percentage of mediations reaching agreement fell almost 47 percentage points. Although there was a rebound in 2004-05 to 72.2%, 2005-06 once again decline falling below the 2003-04 rate to 52.00%. This variance is further illustrated in Exhibit I-19.1.

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Trainings were held for mediation officers to keep them current under IDEA.

The Dispute Resolution Section (DRS) staff attended meetings held by OSEP and the Consortium For Appropriate Dispute Resolution in Special Education (CADRE) to ensure that Arkansas systems are adequate.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/  
Timelines/Resources for 2005-06:**

The 2004-05 baseline and future targets were revised.

## Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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

- A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- B. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2005 (2005-2006)</b>	<ul style="list-style-type: none"> <li>A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance</li> <li>B. Accurate: 100% compliance.</li> </ul>

**Actual Target Data for 2005-06:**

In 2005-06, Arkansas was 100% compliant with timely accurate data. All reports were submitted to OSEP on or before the due dates. The data tables loaded with no errors into the Westat DANS system. Additionally, Arkansas became an EDEN only state for three reports—child count, environment, and exiting.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2005-06:**

The State goes to great lengths to ensure the data are timely and accurate. Districts have the opportunity to review and correct their data after submitting to APSCN via the special education website application known as MySped Resource. 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 set prior to using the data for federal and state reporting.

The ADE continues 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/>.

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

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**Part B State Annual Performance Report (APR) for FFY 06 (2005-06)**

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more effectively manage, analyze, disaggregate and use individual student data to support decision making at the state, district, school, 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.

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 is being formulated for evaluation against state targets. The data collection will take place in MySped Resource and ASPCN to be implemented in 2006-07.

At the direction of the ADE, the IDEA Data and Research Office will continue regular training with local special education data users. These trainings will be face-to-face and web-based and conducted in conjunction with APSCN, DDS, or other ADE program and data administration 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.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2005-06:**

No revisions were made to the proposed targets/improvement activities/timelines/resources for 2005-06.

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**ARKANSAS ANNUAL PERFORMANCE REPORT ATTACHMENTS**

- Attachment 1: Hearings, Complaints, and Mediations
- Attachment 2: Table 6, The participation and performance of students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment



Part B State Annual Performance Report (APR) for FFY 06 (2005-06)

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**Attachment 1: Hearings, Complaints, and Mediation  
2005-06**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	33
(1.1) Complaints with reports issued	21
(a) Reports with findings	19
(b) Reports within timeline	21
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	12
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	23
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	23
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	20
(3.1) Resolution sessions	12
(a) Settlement agreements	6
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	0
(b) Decisions within extended timeline	4
(3.3) Resolved without a hearing	10
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-06

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4597	38066
4	4684	35566
5	4675	34946
6	4877	34633
7	5062	35293
8	5212	36076
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0

<sup>1</sup>At a date as close as possible to the testing date.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4066	2387	0	0
4	4157	2629	0	0
5	4151	2789	0	0
6	4338	3025	0	0
7	4536	2890	0	0
8	4633	3009	0	0
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	415	0	415	0	0
4	376	0	376	0	0
5	436	0	436	0	0
6	420	0	420	0	0
7	391	0	391	0	0
8	411	0	411	0	0
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0	0	0	0

<sup>3</sup>NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	88	28
4	0	82	33
5	0	48	40
6	0	65	54
7	0	76	59
8	0	71	97
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

STATE: \_\_\_\_\_

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	ACTAAP	1334	1276	947	509	0	0	0	0	0	4066
4	ACTAAP	2162	986	713	296	0	0	0	0	0	4157
5	ACTAAP	2831	741	451	128	0	0	0	0	0	4151
6	ACTAAP	2662	1096	439	141	0	0	0	0	0	4338
7	ACTAAP	3546	557	384	49	0	0	0	0	0	4536
8	ACTAAP	3968	396	255	14	0	0	0	0	0	4633
HIGH SCHOOL (SPECIFY GRADE: ) <sup>11</sup>		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL (SPECIFY GRADE:) 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.



SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Emerging	Emerging	Supporting Independence	Functional Independence	Independent					9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Alternate Portfolio	73	57	20	79	186	0	0	0	0	415
4	Alternate Portfolio	83	75	14	35	169	0	0	0	0	376
5	Alternate Portfolio	87	99	36	95	119	0	0	0	0	436
6	Alternate Portfolio	112	108	32	55	113	0	0	0	0	420
7	Alternate Portfolio	122	89	46	40	94	0	0	0	0	391
8	Alternate Portfolio	201	74	40	24	72	0	0	0	0	411
HIGH SCHOOL (SPECIFY GRADE: 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Functional Independence

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)\*

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6)	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	4066	0	415	116	4597
4	4157	0	376	115	4648
5	4151	0	436	88	4675
6	4338	0	420	119	4877
7	4536	0	391	0	5062
8	4633	0	411	168	5212
HIGH SCHOOL (SPECIFY GRADE: ) 11	0	0	0	0	0

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4597	38066
4	4648	35566
5	4675	34946
6	4877	34633
7	5062	35293
8	5212	36076
HIGH SCHOOL (SPECIFY GRADE: <u>11</u> )	4141	32610

<sup>1</sup>At a date as close as possible to the testing date.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4066	2387	0	0
4	4157	2629	0	0
5	4151	2789	0	0
6	4338	3025	0	0
7	4536	2890	0	0
8	4633	3009	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>11</u> )	3364	3364	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE:) 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	415	0	415	0	0
4	376	0	376	0	0
5	436	0	436	0	0
6	420	0	420	0	0
7	391	0	391	0	0
8	411	0	411	0	0
HIGH SCHOOL (SPECIFY GRADE: ) 11	432	0	432	0	0

<sup>3</sup>NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE:) 11	0	0	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	ACTAAP	2544	818	502	202	0	0	0	0	0	4066
4	ACTAAP	2056	1355	561	185	0	0	0	0	0	4157
5	ACTAAP	2106	1609	365	71	0	0	0	0	0	4151
6	ACTAAP	1965	1950	359	64	0	0	0	0	0	4338
7	ACTAAP	2235	1989	289	23	0	0	0	0	0	4536
8	ACTAAP	2251	1805	554	23	0	0	0	0	0	4633
HIGH SCHOOL (SPECIFY GRADE: 11	ACTAAP	1955	1324	85	0	0	0	0	0	0	3364

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: PROFICIENT

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.



SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL (SPECIFY GRADE:) 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Emerging	Emerging	Supporting Independence	Functional Independence	Independent					9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	ALTERNATE PORTFOLIO	66	25	67	129	128	0	0	0	0	415
4	ALTERNATE PORTFOLIO	80	34	54	86	122	0	0	0	0	376
5	ALTERNATE PORTFOLIO	57	53	110	115	101	0	0	0	0	436
6	ALTERNATE PORTFOLIO	42	88	108	66	116	0	0	0	0	420
7	ALTERNATE PORTFOLIO	57	86	108	43	97	0	0	0	0	391
8	ALTERNATE PORTFOLIO	90	95	90	26	105	0	0	0	0	411
HIGH SCHOOL (SPECIFY GRADE:) 11	ALTERNATE PORTFOLIO	21	60	58	30	263	0	0	0	0	432

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Functional Independence

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	4066	0	415	116	4597
4	4157	0	376	115	4648
5	4151	0	436	88	4675
6	4338	0	420	119	4877
7	4536	0	391	135	5062
8	4633	0	411	168	5212
HIGH SCHOOL (SPECIFY GRADE: _11____)	3364	0	432	345	4141

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.