

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



PART B ANNUAL PERFORMANCE REPORT 2006-07

February 1, 2008

Revised: April 14, 2008

February 1, 2008

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

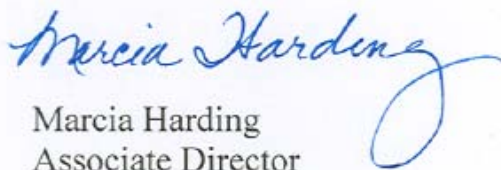
Dear Ms. Scire:

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 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, 2008. 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 (2006-07)

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Part B State Annual Performance Report (APR) for FFY 06 (2006-07)

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

The development of the Arkansas Annual Performance Report (APR) for FFY 2006 began in March 2007 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 the Special Education Data Summit sponsored by the IDEA Data & Research Office in June 2007. Feedback from this 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 2008 by members of the State Advisory Panel.

Following the submission of the Arkansas APR on February 1, 2008, 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 2008 Annual Performance Report which will be posted on the Special Education website. The Arkansas Department of Education (ADE) will report annually to the public on each LEA's performance against the SPP targets, using the Special Education website as well as in an ongoing series of performance reports, which will be disseminated to statewide and local media outlets, primarily the print media.

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Monitoring Priority: FAPE in the LRE

Indicator 01: Graduation Rates

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

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

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.

This methodology allows special education students to remain in high school past the initial 4 years to complete a regular diploma. They are not recorded as 12th grade until their final year.

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	88.00%	88.00%	88.00%	89.00%	89.00%	89.00%	90.00%
State Rate	Baseline	87.49%	94.15%				
FFY 2006 (2006-2007)	Using a moving average of four years (2002 - 2005) of data, Arkansas anticipates the percentage to remain steady at 88%.						
<p>Actual Target Data for 2006-07: In 2006-07, 94.15% of 12th grade students receiving special education services graduated from high school with a regular diploma.</p>				<p>Number of Graduates = 3,251 Number of 12th Grade Students = 3,453 (3251/3453)*100 = 94.15%</p>			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

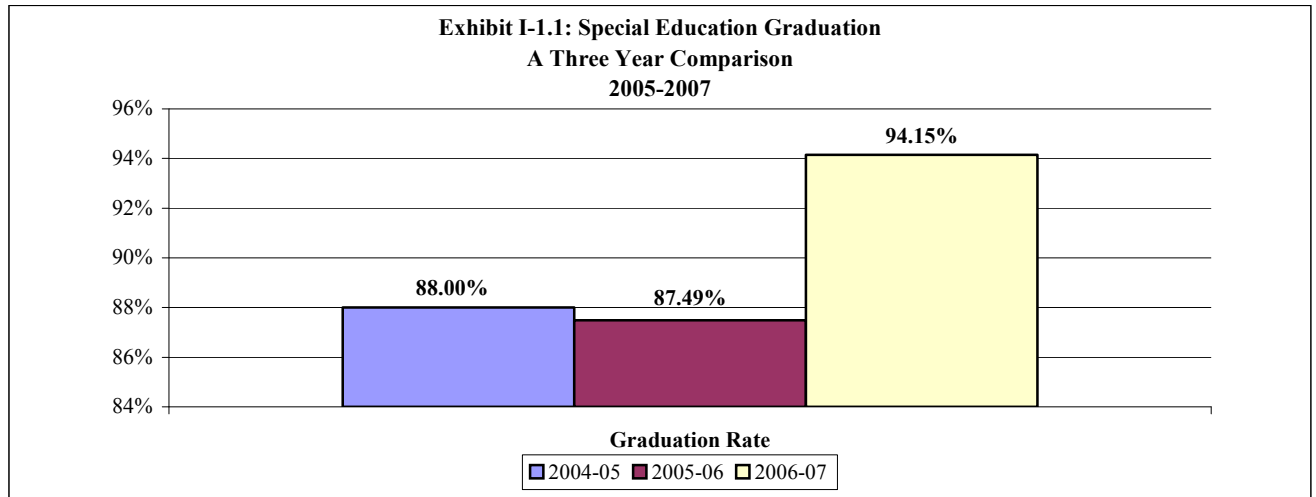
The target for 2006-07 was that 88% of 12th graders with IEPs would graduate from high school with a regular diploma. Arkansas exceeded the target by 6.15 percentage points. As seen in Exhibit I-1.1, the graduation rate had remained relatively steady until 2006-07.

Further, enrollment data indicates that more students with IEPs receiving special education services are remaining in high school past the regular 4 years. This could be influencing the graduation percentage. 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 12th grade until their final year. This practice is consistent with the National Governors Association graduation rate calculation.

The IDEA Data & Research Office undertook an extensive scrubbing of the graduation and enrollment

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data to ensure validity and reliability. The process included adjusting enrollment for student movement in and out of special education as well as verifying the coded grade level.



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 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 2006-2007 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).

Activities conducted around the State that impact graduation included:

- Participation in Arkansas Youth Leadership Forum. This event is put on by Arkansas Rehabilitation Services and information for one of the sessions is presented by a transition

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consultant. This forum is designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session students are provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills they will need for post-secondary education and the work place.

- The www.highschoolmatters.com went online in 2006. Through this website we are able to provide to anyone who accesses it information on transition, upcoming events and many forms and resources available. To date the website has received over 10,500 hits. Each consultant has a focus area and one consultant serves as the webmaster. The webmaster is continually updated from each of the consultants.
- Self-Determination in Arkansas 2004-present. Arkansas has been involved in the Self-Determination in Arkansas project (SDAR) since November 2004 in conjunction with the Beach Center on Disability at the University of Kansas (KU). The purpose of this research project is to determine how implementing self-determination curricula in high school affect student post-school outcomes. Fourteen schools sent teachers who received training and have implemented one of the curricula listed below. Currently there are 8 schools participating. Students, who participated in this study, as well as their parents, will be contacted by KU to complete the follow up portion of the study. KU will also provide follow-up one year after the students have been out of school. This information will be summarized and sent to the participating districts.
- College Bound Arkansas 2007. Transitioning to college is challenging for any student. For students with disabilities who are going to need accommodations to access programs and services, this transition can be even more challenging. College Bound Arkansas was first held in June 2007 and provided an opportunity to increase students' knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Students spent three days on the UCA college campus and participated in workshops, interacted with college students who also have disabilities, interacted with college bound peers, and competed in recreational activities. The program provided opportunities to entering high school juniors, seniors, and college freshmen in Arkansas. Five parents also attended College Bound with their student. Important workshops were provided for parents to acquire valuable information and explore aspects of their changing role as the parent of a college student. Those workshops included differences between 1) the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA 2004), 2) students' rights and responsibilities, 3) College youth panel, and 4) financial aid resources. College Bound will be offered again June 18-20, 2008.
- Update of Arkansas Driver's License Study Guide. A teacher's guide and a student study guide were developed in 2001 and recently updated to correlate with the newest Arkansas laws. The student guide presents information and practice tests in preparation for the state written exam. The teacher's guide presents this information and answers to the practice tests. This information will be available on the website.
- Assistive Technology Trainings, May 2007. This training is a review of different types of Assistive Technologies that can be used by teachers and students in secondary education and can easily be carried over into post-secondary education and the work place.

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

There were no revisions to the proposed targets. However, improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See page 8 of the SPP.

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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).

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	3.32%	2.70%	2.83%	2.87%	3.01%	2.86%	2.89%
State Rate	Baseline	2.59%	3.51%				
FFY 2006 (2006-2007)	Using a moving average of four years (2002 - 2005) of data, Arkansas anticipates the dropout rate for youth with disabilities will slightly increase from 2.70 to 2.83%.						
Actual Target Data for 2006-07: In 2006-07, 3.51% of youth with IEPs age 14-21 dropped out of school.				Number of dropouts = 781 Number of Students Age 14-21 = 22,257 $(781/22,257)*100 = 3.51\%$			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

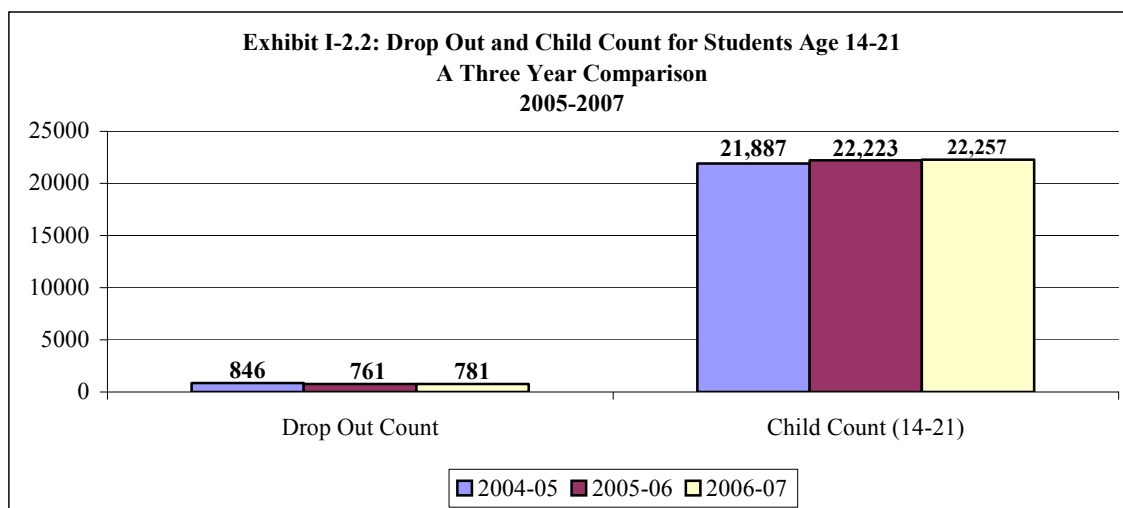
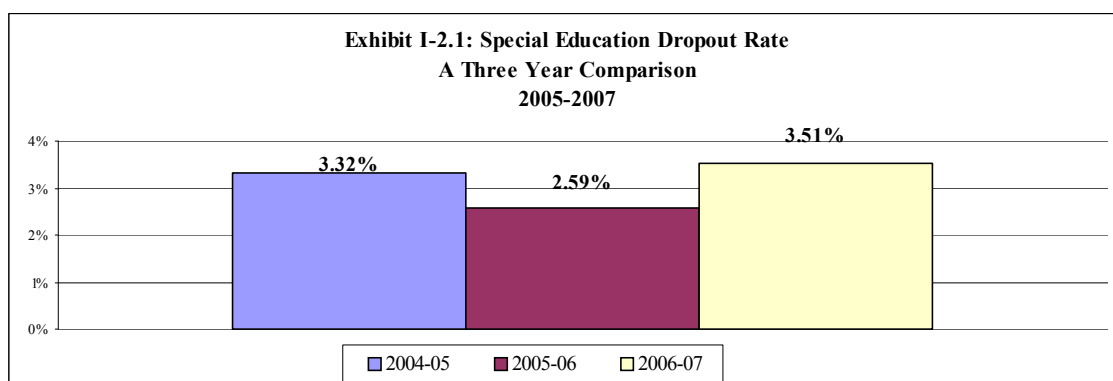
Historically, youth with IEPs dropout at a lower rate than all students. In 2006-07, the dropout rate for students receiving special education increased 35%. The 3.51% is the highest dropout rate since prior to 2001. A comparison of the 2005-06 and 2006-07 school years found the number of students dropping out of school increased three (3) percent and the number of youth with IEPs age 14-21 declined one (1) percent from 22,428. With a higher numerator and a smaller denominator from the previous year the percentage rate increased. Presented in Exhibit I-2.1 is a three year comparison of special education dropout rates.

A root cause analysis of the data for the past three years found that the child count data for students age 14-21 had increased 1.69% from FFY 2004 to FFY 2006 and the number of students dropping out of school has declined 7.68%. Between 2005-06 and 2006-07 school years, the number of students dropping out of school increased by 20 students as enrollment of students age 14-21 increased by 34 students. While these are not large increases, they are enough to influence the percentage rate.

The Monitoring/Program Effectiveness (M/PE) Section of the Special Education Unit reviews

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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, 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 student’s IEP, the IEP team considers the strengths of the student, the concerns of the parents for enhancing the education of their child, the results of the initial evaluation or most recent evaluation of the student, the student’s academic development, and the functional needs of the student.

These activities are considered critical in meeting the improvements targets set in the SPP. These and others activities 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

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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.

The P.O.I.S.E. Team developed the Changing Outcomes through Retention Elements (C.O.R.E.) project. Researchers have identified ninth grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school. The C.O.R.E. project will provide interventions for cohorts of ninth graders, failing in the first semester of the school year, beginning with the 2007-08 school year. Districts were introduced to the C.O.R.E. project during the special education data summit held June 2007. Participation in the C.O.R.E. project is voluntary but districts must commit to the intervention strategies. For students to be considered at risk of dropping out of school they must be in the ninth grade and have failed at least one core subject area – English, mathematics, science, or social studies.

The State applied to the National Governor’s Association Center for Best Practices for the Academy on Improving Outcomes for Young Adults with Disabilities. However Arkansas did not receive an award for the Academy, which would have provided the means to identify substantial gaps and overlaps in agency programs, particularly in relation to service needs, services provided, and cross-agency performance standards. The lack of funding also delayed the creation of the non-profit “Partners in Transition.”

One activity planned under the Academy was the creation of a State Resource Map that would have identified agencies serving Arkansas youth and young adults between the ages of 14 and 30. There are many resources available to students, teachers, counselors and transition coordinators to aid in the postsecondary and career planning process. The problem is that the resources lack integration and are often not user-friendly. Additional funding will be sought to fund the State Resource Map project.

Activities around the State that could impact dropout rates include:

- Interagency Collaboration—Arkansas Interagency Transition Project. The AITP was formed in March 2006 with the vision statement, “The AITP envisions a state that respects and values disability culture where all individuals with and without disabilities, live, learn, work, play and fully participate together in all life experiences and have the necessary resources available to experience a life of quality.” The mission is to “through coordination and collaboration, identify critical issues to improve lifelong outcomes for youth and young adults with disabilities. The team does this by: evaluating the transition processes and systems, addressing unmet needs, articulating and proposing data-driven system improvement (policy and program) and removing barriers and establishing creative problem solving local teams.” This team meets quarterly to assess transition services and policies within various state agencies.
- Participation in Arkansas Youth Leadership Forum. This event is put on by Arkansas Rehabilitation Services and information for one of the sessions is presented by a transition consultant. This forum is designed to assist high school students with disabilities learn leadership and self-determination skills. In the transition session students are provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills they will need for post-secondary education and the work place.

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- Highschoolmatters.com (www.highschoolmatters.com) went online in 2006. Through this website we are able to provide to anyone who accesses it information on transition, upcoming events and many forms and resources available. To date the website has received over 10,500 hits. Each consultant has a focus area and one consultant serves as the webmaster. The webmaster is continually updated from each of the consultants.
- Transition Summit was held February 22-23, 2007. Twenty-five (25) local teams from around the state attended this two day event which provided opportunities to learn about assessments, curriculum and best practices in transition. The Summit was planned in conjunction with NSTTAC, using Paula Kohler's "Taxonomy for Transition Programming: A model for planning, organizing, and evaluating transition education, services, and programs." Teams were also given several opportunities to develop team plans for students in their communities to reach the most positive post school outcomes possible. Many of these teams have met throughout the year and achieved several goals outlined in their team plans.
- Self-Determination in Arkansas 2004-present. Arkansas has been involved in the Self-Determination in Arkansas project (SDAR) since November 2004 in conjunction with the Beach Center on Disability at the University of Kansas (KU). The purpose of this research project is to determine how implementing self-determination curricula in high school affect student post-school outcomes. Fourteen schools sent teachers who received training and have implemented one of the curricula listed below. Currently there are 8 schools participating. Students, who participated in this study, as well as their parents, will be contacted by KU to complete the follow up portion of the study. KU will also provide follow-up one year after the students have been out of school. This information will be summarized and sent to the participating districts.
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Assistive Technologies that can be used by teachers and students in secondary education and can easily be carried over into post-secondary education and the work place.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

There were no revisions to the proposed targets. However, improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See page 15 of the SPP.

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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						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	A. Lit: 2.27% Math: 32.43% B. 95.46% (95%) C. Lit: 9.37% Math: 12.36%	A. Lit: 9.00% Math: 36.48% B. 95.00% C. Lit: 13.17% Math: 18.54%	A. Lit: 15.91% Math: 40.54% B. 95.00% C. Lit: 19.58% Math: 25.06%	A. Lit: 22.73% Math: 44.59% B. 95.00% C. Lit: 25.99% Math: 13.58%	A. Lit: 29.55% Math: 48.65% B. 95.00% C. Lit: 32.40% Math: 38.10%	A. Lit: 38.64% Math: 52.70% B. 95.00% C. Lit: 38.81% Math: 44.62%	A. Lit: 45.45% Math: 56.76% B. 95.00% C. Lit: 45.22% Math: 51.14%
State Rate	Baseline	A. Lit: 21.43% Math: 32.00% B. 96.56% C. Lit: 14.66% Math: 19.09%	A. Lit: 6.45% Math: 22.73% B. 97.84% C. Lit: 16.49% Math: 24.81%	A. Lit: Math: B. C. Lit: Math:	A. Lit: Math: B. C. Lit: Math:	A. Lit: Math: B. C. Lit: Math:	A. Lit: Math: B. C. Lit: Math:

FFY 2006 A. AYP

(2006-2007) Literacy: The percent of districts meeting AYP objectives will be 15.91%.

Mathematics: The percent of districts meeting AYP objectives will be 40.54%.

B. Participation

The participation target is 95% as in accordance with NCLB.

C. Performance Proficiency

Literacy: The anticipated State average percentage point gain for literacy is 6.41; therefore, the target for 2005-06 is 19.58%.

Mathematics: The anticipated State average percentage point gain for mathematics is 6.52; therefore, the target for 2005-06 is 25.06%.

Actual Target Data for 2006-07:

AYP

The percent of districts that have a disability subgroup, meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) for literacy is 6.45% and for mathematics is 22.73%.

Literacy: The percent of districts meeting AYP objectives in 2006-07 was 6.45%

Grade Level	# of districts with AYP subgroups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	15	1	6.67%
6-8	14	0	0.00%
9-12	2	1	50.00%
All Grades	31	2	6.45%

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Mathematics: The percent of districts meeting AYP objectives 2006-07 was 22.73%

Grade Level	# of districts with AYP sub groups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	15	4	26.67%
6-8	16	2	12.50%
9-12	13	4	30.77%
All Grades	44	10	22.73%

Participation

Participation Rate

- a. Number of children with IEPs in grades assessed.
- 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 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

In 2006-07, 97.84% of all children with IEPs in grades assessed participated in the statewide assessment.

Performance Proficiency

Proficiency Rate for Literacy

- a. Number of children with IEPs in grades assessed:
- b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100):
- c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100):
- d. Number of children with IEPs in grades assessed who are proficient or above as measured against the alternate assessment against grade level standards (percent = d divided by a times 100):
- e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100): 1,427 or 4.44%

Participation

- a. 30,919
- b. 9,188 or 29.72%
- c. 17,771 or 57.48%
- d. Not Applicable
- e. 3,293 or 10.65%

$(9,188 + 17,771 + 3,293) / 30,919 = \mathbf{97.84\%}$

Children with IEPs not accessed: 667 or 2.16%

Literacy

- a. 30,252
- b. 2,152 or 7.11%
- c. 897 or 2.97%
- d. Not Applicable
- e. 1,940 or 6.41%

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<p>Account for any children included in <i>a</i> but not in <i>b</i>, <i>c</i>, <i>d</i>, or <i>e</i> above Overall Participation Percent = $(b + c + d + e)$ divided by <i>a</i></p> <p>In 2006-07, 16.49% of children with IEPs in grades assessed participating in the literacy assessment were proficient.</p> <p>Proficiency Rate for Mathematics</p> <ul style="list-style-type: none"> a. Number of children with IEPs in grades assessed: b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = <i>b</i> divided by <i>a</i> times 100): c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = <i>c</i> divided by <i>a</i> times 100): 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 = <i>d</i> divided by <i>a</i> times 100): e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = <i>e</i> divided by <i>a</i> times 100): <p>Account for any children included in <i>a</i> but not in <i>b</i>, <i>c</i>, <i>d</i>, or <i>e</i> above Overall Participation Percent = $(b + c + d + e)$ divided by <i>a</i></p> <p>In 2006-07, 24.81% of children with IEPs in grades assessed participating in the mathematics assessment were proficient.</p>	<p>$(2,152 + 897 + 1,940)/30252 = \mathbf{16.49\%}$</p> <p>Mathematics</p> <ul style="list-style-type: none"> a. 26,440 b. 2,649 or 10.02% c. 2,414 or 9.13% d. Not Applicable e. 1,498 or 5.67% <p>$(2,649 + 2,414 + 1,498)/26,440 = \mathbf{24.81\%}$</p>
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

AYP

Literacy

The target for percent of districts with special education subsets meeting AYP literacy objectives was 15.91% and the actual target data was 6.45%. Arkansas missed the target by 9.46 percentage points. The actual AYP data reflects a 70% decline from the previous year. While the previous year gains were in part due to the inclusion of functional independence as a proficiency level for the alternate portfolio assessment, the 2006-07 AYP increased 184% from the 2004-05 baseline year.

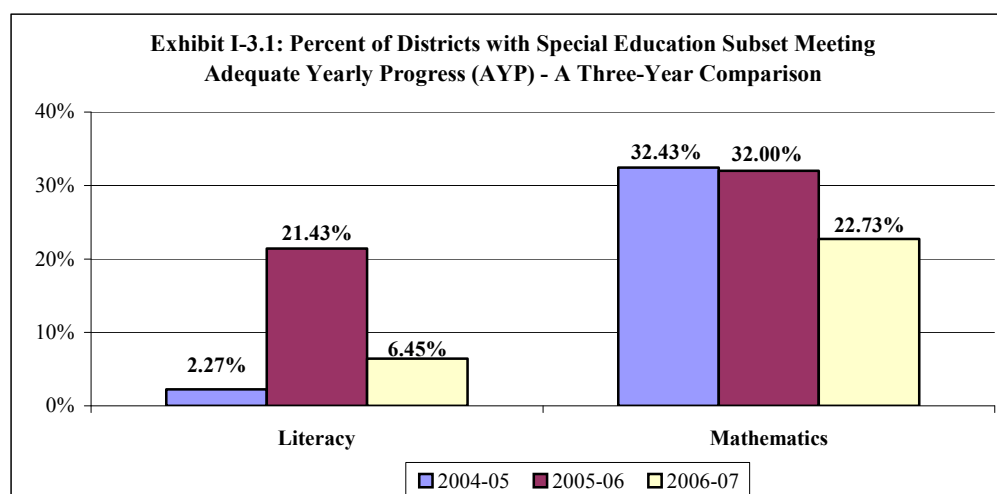
The greatest decline was in grades 6-8 with 0% of districts reaching AYP objectives. This is a stark contrast to 2005-06 when 13.64% of districts with a special education AYP subgroup met objectives. Additionally, there was a decline in grades K-5 with only 6.67% of districts reaching AYP objectives as compared to 27.78% the previous year.

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Mathematics

The percent of districts meeting AYP objectives for mathematics also failed to reach the proposed target of 40.54%. The actual target data for AYP in mathematics was 22.73%. Previously, the percentage of districts reaching AYP in mathematics had remained steady but in FFY 2006 there was a 30% decline from FFY 2004. All three grade level groups saw significant declines in the percentage of districts meeting AYP objectives. The largest drop occurred in grades 9-12 with a 45% fewer districts meeting AYP objectives.

Exhibit I-3.1 illustrates the three-year actual AYP data for literacy and mathematics.



A major causative factor for the drop in the percentage of districts reaching AYP objectives is the fact that 2006-07 was the first year that an accountability calculation was reported by the Title I office for the students taking the alternate portfolio.

In previous years, the scores were calculated for AYP; however, they were not a part of the overall AYP calculation report for the state. The Title I office issued status reports for the 2005-06 school year to districts exceeding the 1% allowed cap for proficiency scores for those students with a significant cognitive disability. All proficient scores exceeding the allowed 1% cap were counted as non-proficient for the districts. These non-proficient scores added to the districts' performance factored heavily in the districts' overall performance level toward making AYP.

Based on the Title I report, 64 districts in the state were placed on alert status for the 2006-07 school year. Each of these districts on the alert list was included in the calculation for AYP for the students with disabilities subgroup.

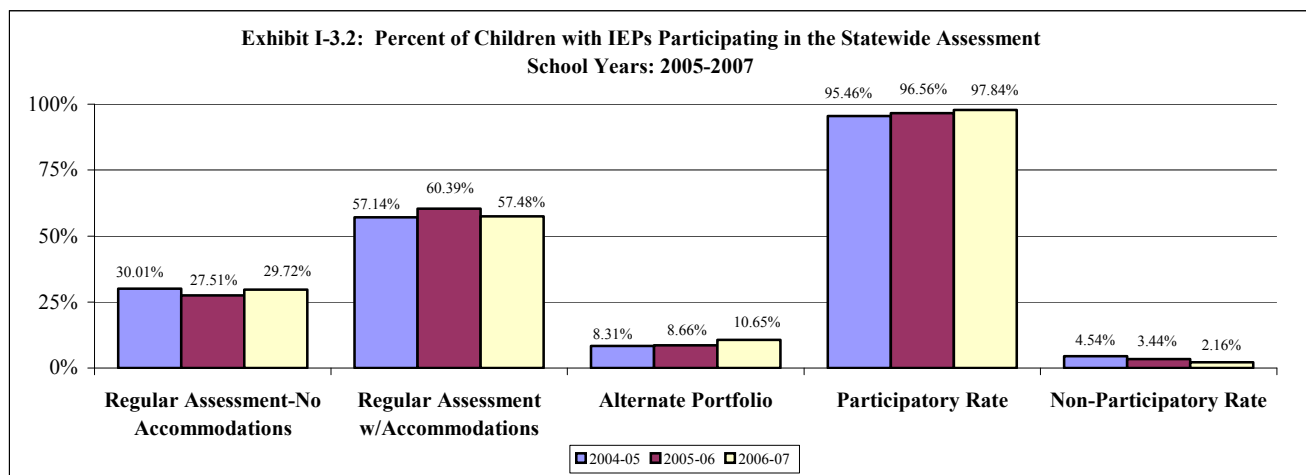
Another factor contributing to the lack of gain in AYP progress was the addition of the previously non-tested grades for the benchmark program. In the school year 2005-06, all the students in grades 3-8 became a part of the accountability system. It takes at least 2 years for these scores to be reflected in AYP status because districts must fail to meet the AYP goals for 2 years before they are recognized in the AYP reporting.

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A third reason for the decline in proficiency, and especially true in the middle grades of 6-8, is the increase in the n size for the subgroup at middle school due to the elementary schools feeding larger numbers into the middle school populations. Some elementary schools did not have a sufficient number of students with disabilities to be recognized as a subgroup; however, when they were pooled into middle school, the numbers grew and a subgroup was created.

Participation

The participation target is 95%; however, the 2006-07 participation rate increased to 97.48% (Exhibit I-3.2). Increased participation was seen in the number of children with IEPs participating in the regular assessment without accommodations and alternate portfolio. There was a decline in the percentage of children with IEPs participating in the regular assessment with accommodations and in the non-participatory rate. An intensive training was given to special education teachers and administrators on the selection, use, and evaluation of accommodations for the benchmark exam. This training addressed how the possible misuse/overuse of accommodations could affect performance outcomes. It was noted that the number of students who took the test without accommodations increased following the training.



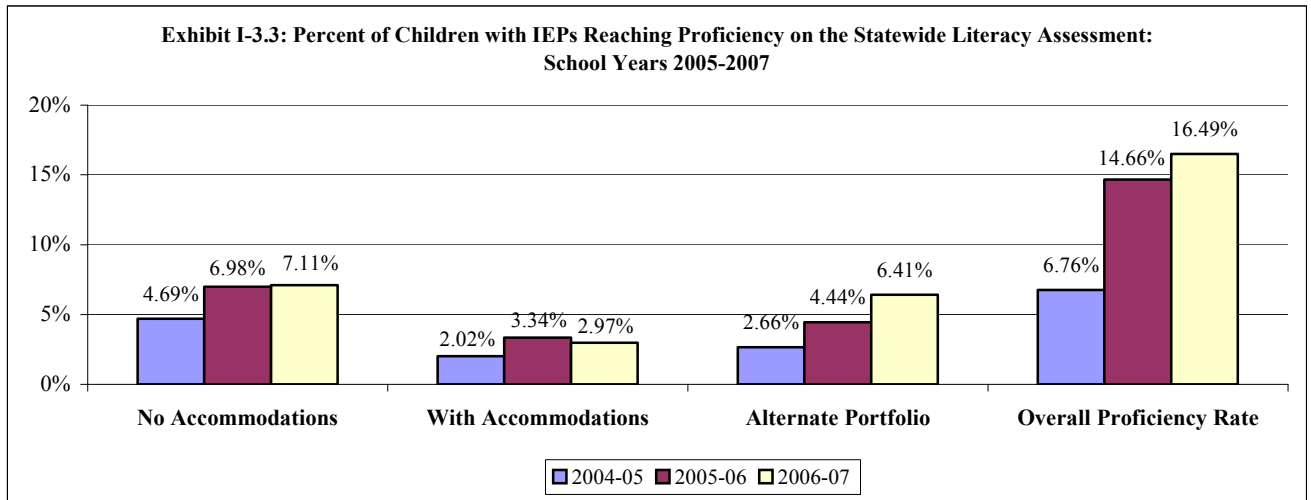
Performance Proficiency

The proficiency rate for children with disabilities increased both in literacy and mathematics for 2006-07. The increases in the proficiency scores illustrate a continual improvement, but were not sufficient to meet the targets set in the SPP. It is very challenging for the State to show sharp increases in student performance within short periods of time. A steady increase in the overall proficiency rate does represent a major effort on the part of teachers and local school officials to positively impact the achievement of children with disabilities.

Literacy

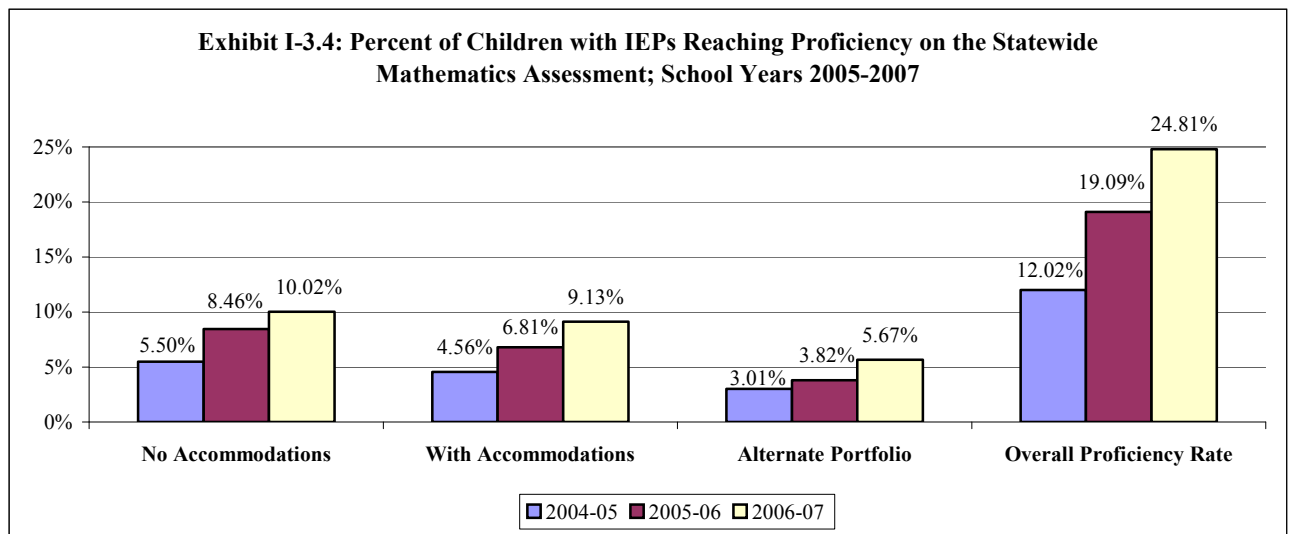
The percent point gain for literacy under Arkansas’ NCLB plan is 6.41; therefore, the target for 2006-07 is 19.58%. The overall literacy proficiency rate reached 16.49%, an increase of 12.48%. Although the increase is substantial from 2005-06 it is still slightly below the State’s target for literacy. Exhibit I-3.3 displays a three-year comparison of literacy proficiency.

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Mathematics

Arkansas’ NCLB plan outlines a 6.52 percentage point gain for mathematics; therefore, the target for 2006-07 is 25.06%. The mathematics proficiency rate reached 24.81%, an increase of 30%. Even with such a substantial increase, the rate is still 0.25 percentage points below the target. Exhibit I-3.4 displays a three-year comparison of mathematics proficiency.



There were a large number of children with IEPs participating in the benchmark exam for the first time. This may in part account for the literacy and mathematics targets not having been met. These new test-takers may not have performed well, but it is anticipated that these performance levels will improve with additional exposure to these test situations.

Reading First professional development is provided for teachers in grades K-3 in qualifying schools; however, all special education teachers statewide were targeted to participate in the professional

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development for Reading First. This additional staff preparation provided participating special education teachers an added degree of expertise in the teaching of reading and literacy. Special education teachers will continue to be targeted for the Reading First professional development.

Other statewide activities influencing assessment scores are the Arkansas SIG and Closing the Achievement Gap (CTAG) initiative. As Arkansas moved into year 4 of the SIG, the target schools experienced moderate increases in academic achievement by students with disabilities, with the greatest gains in the early grade levels. The National Office for Research on Measurement and Evaluation Systems (NORMES) provided summary data based upon the Iowa Test of Basic Skills for the last two available academic years (2004-05 and 2005-06). Both SIG Goal 1 Cohorts 1 and 2 showed evidence of advancing against their comparison schools for the two-year period, when comparing third grade student achievement in literacy. The Arkansas Benchmark exam was not used for the impact analysis of this project; however, the IOWA scores would indicate the probability of an increase in benchmark performance in the future.

Through the SEU partnership with the ADE K-12 Literacy Unit, SIG activities incorporated a more targeted focus on adolescent literacy in 2006-07 by providing professional development and follow-up to general and special educators from a cohort of seven secondary schools in the research based strategies of the Strategic Instruction Model (SIM). The evaluation of professional development activities of the SIM project include:

Formative Evaluation:

1. **Selection of the Trainers.** Formative evaluation of professional development will explore the implications of the professional development process. Specifically, we would need to evaluate whether the training personnel are representative of the populations to be served. To gather this information, we will meet with members of ADE and the program staff to determine what populations need to be served, how trainers and teachers are being selected, what characteristics are important in the selection of these persons, how diversity and disproportionality issues are addressed in the trainings, and how to retain teachers who have participated in the trainings.
2. **Evaluation of Content.** After evaluating the professional development of the trainers, it will be necessary to evaluate the content of the trainings. One method of collecting this information is to observe trainee behavior during the trainings. Example questions to ask would be: 1) are the trainees engaged in the training? 2) are the trainees using the manual? 3) are the trainees asking the trainers questions throughout the training? Further evaluation of the content of the trainings would be to do the following:
 - Have informal talks about the training activities with the trainees, ADE staff, and the program staff
 - Give short tests to trainees
 - Hold group discussions with the trainees to gain feedback.
 - Answer the following questions:
 - Were the training needs identified correctly?
 - Are there any areas which require attention?
 - Are there indications that the training objectives will be met?
 - Do the objectives need to be revised?

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- Are the training topics being taught?
 - Have additional training topics come up which need to be taught?
 - Are the training methods appropriate or do they need to be adjusted?
3. **Evaluation of Implementation**
- **Evaluation of treatment integrity.** Oftentimes treatments are not effective because they are not implemented with fidelity. Trainees who are trained to provide services to students must do so in the manner in which the program was designed to ensure that the outcomes are related to the intervention. Ways to evaluate treatment integrity are to
 - observe the delivery of interventions and record the steps followed
 - collect work samples to determine if the materials used are based on the training curricula
 - survey the students being served and determine if the curriculum is being followed
 - **Evaluation of Content.** In this evaluation project evaluator will meet with trainers to determine how well the content of the curricula can be taught to the students receiving the interventions. Additional evaluation procedures to determine if the content of the intervention is appropriate are as follows:
 - Validate the tests used in the interventions. Are the tests assessing the content adequately? Are there items that can be deleted or added to more accurately assess the strategy taught?
 - Determine if the frequency of the intervention delivery is adequate
 - Evaluate the conditions under which the intervention is administered
4. **Evaluation of student outcomes**
- **Formal evaluation of skills gained.** The goal of the initiative is to improve student performance in the assessed academic areas based on the interventions delivered. There are many ways in which student outcomes can be evaluated. For the purposes of this grant, the following strategies will be employed:
 - Pre-and-post test results of learning strategy acquisition
 - Pre-and-post test results of skills in measured academic areas
 - Participating students' benchmark scores
 - **Informal evaluation of intervention process.** Whether the intervention is an effective means of teaching learning strategies depends in part on whether students enjoy the process. To address this issue students who participate in the training will be interviewed to determine the following:
 - What aspects of the intervention did they like?
 - Where there any components of the intervention they felt were not helpful?
 - Do they believe these strategies will help them in other academic areas?
 - What was positive about the teacher who administered the intervention?
 - Would they recommend this training to other students?

An outline of evaluation data that will be collected weekly is currently in development by the Project Evaluator.

Training modules were developed through the SIG for parents of children with IEPs. These modules

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are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the area of literacy and positive behavioral practices.

The web-based Literacy Intervention Modules to address the five essential elements of literacy developed for special education teachers statewide were completed.

The CTAG initiative is a collaborative partnership crossing all units of the ADE. It is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design. Initiated in 2006-07, a primary goal of CTAG is to identify and close any existing gaps within the ADE relating to the provision of support to school districts, thereby ensuring districts are receiving the services and supports necessary (including positive behavioral supports) for all students to reach proficiency.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07

There were no revisions made to the proposed targets. However, improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See pages 20 and 27 of the SPP.

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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.”

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	A. 6.15%	A. 7.60%	A. 7.59%	A. 7.11%	A. 6.60%	A. 6.23%	A. 6.00%
State Rate	Baseline	A. 9.06%	A. 7.57%				
FFY 2006 (2006-2007)	A. Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in the State times 100: 7.59% B. Percent = the number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race/ethnicity divided by the number of districts in the State times 100. N/A						
Actual Target Data for 2006-07:							
A. In 2006-07, 654 children with disabilities had out of school suspensions greater than 10 days or were expelled. Through the State’s focused monitoring system, 19 of 253 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 7.57%.					A. $(19/253) * 100 = 7.57\%$		

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B. States are not required to report on Indicator 04-B for 2006-07

B. Not Applicable

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during 2006-07:

In 2006-07, the unduplicated count of students suspended or expelled for greater than 10 days was 654. The focused monitoring suspension/expulsion trigger identified 19 or 7.57% of districts as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities. The State met the target by .02 percentage points. Additionally, the rate of 7.57% is a decline of 1.49 percentage points from 2005-06. While the rate is not as low as the baseline year (2004-05), it is moving in the right direction.

In the 2005-06 school year, 23 districts had findings and all findings were cleared within one-year. Districts initially were instructed to submit corrective action plans via the Arkansas Comprehensive School Improve Plan (ACSIP) application which includes a review of policies, procedures, and practices relative to suspension and expulsion. However, the SEU cleared all findings related to this indicator because of data collection problems surrounding the “number of days” of out-of-school suspension (OSS) for both general and special education students. Districts were given the opportunity to correct special education discipline data but the SEU could not get corrected discipline data for general education students. To meet the reporting requirements of the SPP/APR, the SEU made the following adjustment to discipline incidents resulting in an action of OSS by applying the average number of days for OSS, which is three (3), wherever the data was missing. The State recognized that the adjustment may have created some irregular results, so to be fair to the districts; the decision was made to withdraw the findings and suspend the reviews of policies, procedures, and practices. Consequently, the State did not report this data on the 2005-06 local APR profiles posted at <http://arksped.k12.ar.us/dataandresearch.html>. The data issues have been resolved and data will be reported on the 2006-07 local APR profiles.

Factors that have influenced the data on this indicator are data collection changes which took place in 2005-06 and school consolidations. Although districts were required to enter the number of days for an out-of-school suspension (OSS), the State data system allowed the field to be bypassed. Once this business logic was corrected, the number of students identified as having more than 10 days of OSS or expulsion increased by 50%. This change, along with SEU receiving student level data instead of aggregated, has resulted in holding districts more accountable for their reporting of discipline data.

Even though the number of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities, an analysis of the data finds that few districts repeat from year to year. Discipline appears to fluctuate more than other data points.

Each district identified 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 M/PE Section staff works with the districts to develop their ACSIP which includes a root cause analysis on the discipline data at the building and classroom level as well as a review of discipline policy, procedures, and practices. The M/PE Section reviews all plans for approval.

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Goals of the Arkansas State Improvement Grant (SIG) include the reduction in discipline referral rates within participating target schools. In addition, data are also being gathered to compare the discipline referral rates of each participating target school to individually matched comparison schools.

Arkansas SIG activities included development of the Automated Discipline Data Review and Evaluation Software System (ADDRESS) which gives schools the capacity to collect and analyze building based discipline data. Of participating target schools, five have been using the ADDRESS system long enough to collect data on the last two years implementation of a Positive Behavior Support System (PBSS). For these five schools, the discipline referral rates during the second year of PBSS implementation dropped below the first years' rates for seven of eight months across the school year. Using a binomial one-tail test (t-test), this decline was significant at the .035 probability level. Currently, as in prior years, discipline data from the Arkansas Public School Computer Network (APSCN), are also used to examine discipline referral rates in PBSS Target schools, as well as to compare each PBSS Target school to demographically matched Comparison schools. Prior year's data were re-analyzed as a function of when schools began working with the State Improvement Grant (Cohort 1 & Cohort 2) as well as school's rated level of PBSS implementation: Continuous, Partial, and Limited. Cohort 1 Continuous Implementation and Limited Implementation schools both reported referral rates below those of their Comparison schools during the 2005-2006 school year. When looking further at the degree of PBSS implementation during the 2005-2006 year, office discipline referrals occurred for approximately 8.5 per 100 students in the Continuous Implementation schools, 12.0 per 100 students in the Partial Implementation schools, and 10.5 per 100 students in the Limited Implementation schools. Collapsed across all implementation levels, this represents a reduction of greater than 20% in office discipline referrals.

For the Cohort 2 schools, which began PBSS implementation one year after Cohort 1 schools, only the Partial Implementation schools appeared to have decreased their office discipline referrals during their first year of PBSS implementation. However, the Continuous Implementation schools had lower overall rates of office discipline referrals per 100 students (approximately 13.5) than either the Partial (approximately 26.5) or Limited Implementation (approximately 21) schools. Comparative data for the 06-07 school year are not available as yet. However, data collection is continuing in these schools in order to track trends, as a number of the Cohort 1 schools did not show significant improvements in office referrals until the second year of PBSS implementation.

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

The Closing the Achievement Gap (CTAG) initiative is a collaborative partnership crossing all units of the ADE. It is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design. Initiated in 2006-07, a primary goal of CTAG is to identify and close any existing gaps within the ADE relating to the provision of support to school districts, thereby ensuring districts are receiving the services and supports necessary (including positive behavioral supports) for all students have access to the general curriculum.

The ADE continues to work with the School-Based Mental Health (SBMH) Network to expand

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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 310 service requests made through the Centralized Intake and Referral/Consultant Unified Intervention Team (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 2006-07:

There were still concerns that data protocol changes in 2005-06 led to the increase from previous years, even though the 2006-07 rate did decline by 1.49 percentage points from 2005-06. However, the rates were far from the projected targets which were set under the previous collection and reporting methodology. Therefore, the proposed targets were revised to reflect the changing data. The Arkansas Department of Education collects all data elements at the student level; however, prior to 2005-06 the SEU was only provided aggregated LEA counts of students with OSS/Expulsion for greater than 10 days from APSCN. In 2005-06 when the student level discipline data were forwarded to the SEU, as opposed to aggregated counts, the IDEA Data & Research Office identified anomalies in the data set, such as:

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

This analysis found that, in the past, when the SEU was sent aggregated data, if the “day” field was blank that incident was not included in the calculation. The IDEA Data & Research Office worked with the APSCN Student Management System staff to implement a Phase I edit to occur when a district attempts to submit its discipline data with a blank “day” field when the action taken resulted in an OSS or in school suspension; the district is blocked from submitting until the field is corrected. Since changing the data collection and cleansing process the number of students identified increased 51.74% from 2004-05.

Another challenge in meeting the former target rate for this indicator is the consolidation of school districts. The State legislature began consolidating districts in 2003-04, with over 100 school districts being affected. With the number of districts in the State declining (denominator) since 2003-04, the number of districts identified as having significant discrepancies has remained relatively constant (numerator), thus influencing the suspension/expulsion discrepancy rate.

Changes to Indicator 04 were presented to the Special Education Advisory Council and stakeholder group. Their feedback on the changes to the indicator was invaluable. Further stakeholders participated in a day long review of the SPP and APR.

The information in the SPP for 2004-05 and 2005-06 has been updated to reflect the changes.

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Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 33-35 in the SPP.

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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))

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

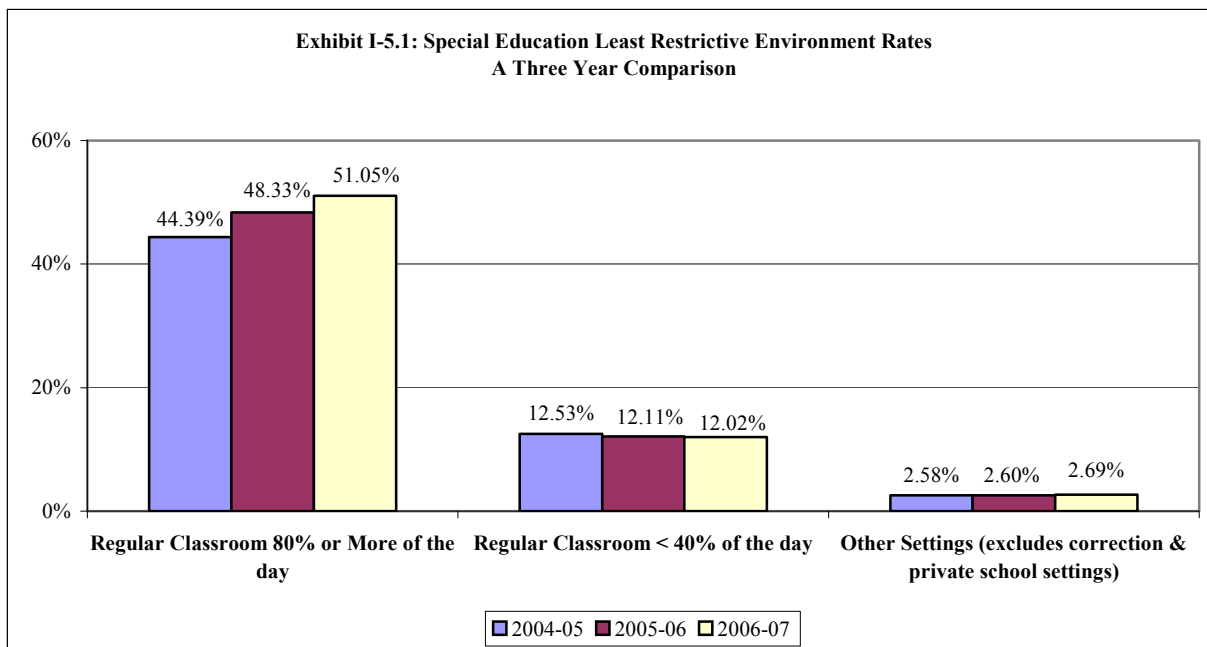
FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	A. 44.39% B. 12.53% C. 02.58%	A. 46.33% B. 12.53% C. 02.58%	A. 48.91% B. 12.52% C. 02.58%	A. 51.49% B. 12.52% C. 02.57%	A. 54.29% B. 12.52% C. 02.57%	A. 56.93% B. 12.51% C. 02.56%	A. 59.77% B. 12.51% C. 02.56%
State Rate	Baseline	A. 48.33% B. 12.11% C. 02.60%	A. 51.05% B. 12.02% C. 02.69%				
FFY 2006 (2006-2007)	A. Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 48.91% B. Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.52% C. Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.58%						

Actual Target Data for 2006-07:	
A. In 2005-06, 51.05% of children with IEPs were removed from the regular class less than 21% of the day.	A. $(28,812/56,444)*100=51.05\%$
B. In 2005-06, 12.02% of children with IEPs were removed from the regular class greater than 60% of the day.	B. $(6,784/56,444)*100 = 12.02\%$
C. In 2005-06, 2.69% of children with IEPs were served in public or private separate schools, had residential placements, or had homebound/hospital placements.	C. $(1,517/56,444)*100 = 02.69\%$

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

In 2006-07, 51.05% of children with IEPs were served in the regular classroom 80% or more of the day; thus, exceeding the proposed target of 48.91% by 2.14 percentage points as seen in Exhibit I-5.1. Further, the actual target data has increased 15.00% from the 2004-05 rate of 44.39%. The increase of children with IEPs receiving services in the regular class can be attributed to more schools implementing co-teaching in the regular classroom.



The percentage of children 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 (12.02%) is 4.07% lower than in 2004-05.

Co-teaching also contributed to a decline in the number of children with IEPs removed from the regular class greater than 60% of the day. A total of 40 schools from 27 school districts participated in the co-teaching professional development provided by the ADE in 2006-07. In Phase I, the Building Leadership Team Training, there were 174 participants and, in Phase 2, the Co-Teaching Partnership Team training, 164 participants. Follow-up was provided through a series of web-teleconferences. Schools that implemented the model during the 06-07 year participated in an evaluation plan to measure system support, changes in classroom practices, and student grades. The 2006-07 evaluation plan was developed with the assistance of Dr. Lisa Dieker and Dr. Cynthia Pearl from the University of Central Florida and was designed to guide the professional development efforts of the ADE Co-Teaching Project team in its efforts to increase the number of students receiving their services in the LRE by creating effective co-teaching programs within the state of Arkansas.

The Building Leadership Teams completed the Action Planning Checklist (APC), an instrument

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designed to identify areas of strength and weakness in school level planning. The APC was administered twice in the 2006-07 school year, once in October and again in May. Positive growth occurred in the areas of increased efforts in accommodating co-teaching arrangements. This included the scheduling of co-planning time for teachers, dissemination of information to key stakeholders, the development of a plan for scheduling students with and without disabilities in co-taught classrooms, and monitoring of student progress in co-taught classrooms. Challenges identified included a lack of consensus on a common vision of co-teaching within some schools and districts; limited input from key stakeholders, specifically parents and students; lack of regular evaluation of co-teaching arrangements and implementation by Building Leadership teams; and in some schools, lack of scheduled planning time for co-teachers.

Participating co-teaching partners completed two administrations of the *Colorado Assessment of Co-Teaching* (CO-ACT), one in the fall of 2006 and a second administration in the spring of 2007. The Co-ACT is a tool that was designed for evaluating whether various indicators of co-teaching effectiveness are present in a given situation. These results indicated that most co-teaching partners perceive that they had the personal prerequisites, a positive professional relationship, and that classroom dynamics addressed the needs of students. However, the ongoing concern was time for planning and communication.

Final grades from participating co-taught classrooms indicated that 89% of the students with disabilities were successful. Breakdown by grade level indicated successful outcomes for 90% of elementary students, 92% of middle school students, and 67% of high school students.

Based on the analysis of the data collected through the evaluation plan, revisions in content and process were made in the State co-teaching professional development plan for the 2007-08 school year.

The percentage of students with IEPs who were served in public/private residential facilities, public/private day schools, or hospital/homebound increased by 0.8 percentage points. This is a difficult target to meet since most students served in private residential treatment facilities are not placed by the school districts to meet the educational needs of a child with an IEP. While the State oversees the facilities to ensure a free and appropriate public education is provided, the placement of the students in private residential treatment facilities is usually from a non-education source (i.e., Courts, doctors, parents).

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

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development, agency roles and funding. It is anticipated that action on some of these recommendations will be taken in the next legislative session to begin in January 2009.

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

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 district's excessive use of restrictive placements; and

Also influencing LRE are the activities of the Arkansas SIG. A target of the SIG for 2006-07 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. With two years of data for Cohorts I and II (2005-06 and 2006-07) and one year of baseline data for Cohort III, LRE placement data revealed that:

- 100% of Cohort 1 schools (began SIG activities in 2004-2005) are above the State percentage for the educational environment of 80% or more of the day in the regular classroom and have made gains in this area over the last two years.
- Four of the seven Cohort II schools (began SIG activities in 2005-2006) compare less favorably to the State, but this is primarily due to those four elementary schools all being part of the same school district where the idea of more inclusive practices has evolved more slowly. Three of those four elementary schools began co-teaching in 2006-2007, which should help with LRE. Three of the seven Cohort II schools are above the state average for LRE and have made gains in this area over the last two years.

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- Two of the four Cohort 3 schools (began SIG activities in 2006-2007) are above the statewide average for LRE.

Through the SEU partnership with the ADE K-12 Literacy Unit, SIG activities incorporated a more targeted focus on adolescent literacy in 2006-2007 by providing professional development and follow-up to secondary educators (general and special education) in the Strategic Instruction Model (SIM), with an ultimate goal of all students successfully accessing the general education curriculum.

The Closing the Achievement Gap (CTAG) initiative is a collaborative partnership crossing all units of the ADE. It is broadly formulated on an infrastructure aligned with a problem solving decision-making model and response to intervention design. Initiated in 2006-07, a primary goal of CTAG is to identify and close any existing gaps within the ADE relating to the provision of support to school districts, thereby ensuring districts are receiving the services and supports necessary (including positive behavioral supports) for all students have access to the general curriculum.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

There were no revisions to the proposed targets for 2006-07. It is recognized 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 did not require new baseline and targets. However, while students in correctional facilities or private schools (parentally placed) are part of the denominator, they are not included in any numerator counts.

Revisions to improvement activities, timelines, and resources for 2006-07 were updated in the SPP to reflect activities undertaken across the State. See pages 40-41 in the SPP.

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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.

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	60.31	63.35%	N/A				
State Rate	Baseline	82.22%					
FFY 2006 (2006-2007)	States are not required to report on Indicator 6 in the FFY 2006 APR						

Actual Target Data for 2006-07:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

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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.

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target							
State Rate							
FFY 2006 (2006-2007)	The first set of progress data are reported in the SPP due February 2008 and States are not required to report baseline and targets until February 2010.						
Actual Target Data for 2006-07:							

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07:

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

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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						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	EC: 82.92% SA: 95.35%	EC: 84.00% SA: 93.00%	EC: 85.00% SA: 94.50%	EC: 86.00% SA: 95.00%	EC: 87.00% SA: 95.50%	EC: 88.00% SA: 96.00%
State Rate	Applicable	Baseline	EC: 88.52% SA: 93.48%				
FFY 2006 (2006-2007)	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: <ul style="list-style-type: none"> • Early Childhood: 84.00% • School Age: 93.00% 						
Actual Target Data for 2006-07:							
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: <ul style="list-style-type: none"> • Early Childhood: 88.52% • School Age: 93.48% 					EC: (1,534 /1,733)*100 = 88.52% SA: (9804/10,488)*100 = 93.48%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

Early Childhood

Forty-one (41) local education agencies with early childhood programs completed family outcome surveys for the 2006-07 school year. Overall, 1,733 surveys were collected, a 32.70% increase in response rates from 2005-06. Of those surveys, 1,534 respondents, or 88.82%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities, exceeding the target rate of 84.00%. Further, the percent of respondents reporting school facilitated parent involvement as a means for improving services and results for children with disabilities increased 7.15%.

School Age

Two hundred fourteen (214) local education agencies with special education school age programs completed family outcome surveys for the 2006-07 school year. Overall, 10,488 surveys were

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collected, a 40% increase in response rate from 2005-06. Of those surveys, 9,804 respondents, or 93.48%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities. It was anticipated that, as a broader pool of respondents participated in the school age survey, the percentage of respondents reporting the school facilitated parent involvement as a means for improving services and results for children with disabilities would decline slightly.

The number of responding parents/guardians is increasing; however, the response rates represent only 22% and 20% of the child count for early childhood and school age programs, respectively. As programs incorporate the family survey into the annual review process the percentage should increase. The family surveys in 2005-06 and 2006-07 did not include demographic information for the child of the responding parent/guardian; therefore, a representative analysis could not be conducted. Demographic data are being added to the 2007-08 family survey.

Completed activities for this indicator included the following.

- Modifications were made to the two web-based family surveys in English and Spanish to include resident LEA or building code.
- In August 2006, the IDEA Data & Research Office conducted trainings on the early childhood and school age family surveys for all local education agencies.
- Data collection for this indicator is ongoing. Surveys can be accessed online year round, and districts can also request the use of scan forms from the IDEA Data & Research Office. The scan forms allow 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.
- Family survey reports were 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. Continuing the parent mentor outreach project as of May 2007, a total of 200 parents have been identified as willing to participate in the Parent Mentoring Network.
- Training modules were developed through the SIG for parents of children with IEPs. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the area of literacy and positive behavioral practices.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

Since Arkansas uses two different surveys for early childhood and school age, targets were established for each group. A copy of the most recent survey is included in the appendix.

Revisions to improvement activities, timelines, and resources for 2006-07 were updated in the SPP to reflect activities undertaken across the State. See page 60 in the SPP.

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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.

Historically, the State has only examined the disproportionate representation in regards to the over identification of black students receiving special education. SPP Indicator 9: Identification by Race/Ethnicity and Indicator 10: Disability by Race/Ethnicity require the State to examine all racial/ethnic groups for both over- and under-representation in the area of identification and six specific disabilities, respectively.

Disproportionality/Over-Representation

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

Over-Representation

The methodology is based on a three-year average benchmark plus one standard deviation percentage point difference between special education and district enrollment for each racial/ethnic category, resulting in a base value for each racial/ethnic group.

1. Using the December 1 child count for the selected year, students were identified if they were receiving services in a private residential treatment program. These students were removed from the special education child count number and the district October 1 enrollment numbers for the selected year. The reason for excluding students in private residential treatment facilities is found in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district's special education child count and district-wide enrollment.

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2. Once the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, the percentage of each racial/ethnic group in the district is calculated. If a racial/ethnic group within the district is less than 5% or more than 95%, that group is excluded in the district and special education student counts. The district and special education student counts are then summed by racial/ethnic group to generate statewide totals.
3. Using the statewide totals for each racial/ethnic group, the State percentage point difference is calculated by subtracting the adjusted State enrollment for each race/ethnicity from the adjusted State special education racial/ethnic child count. This process is conducted for each of the three baseline years and is then averaged, resulting in a 3-year average benchmark. In addition, a standard deviation is generated on the percentage point difference for each race/ethnic group for each of the 3 years. The 3-year average standard deviation is then added to the 3-year average benchmark to create a “base value.”

**Indicator 9: Identification
Disproportionality Over-Representation Calculation**

	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White
Benchmark	0.040%	-0.065%	4.541%	-1.512%	-3.004%
Standard Deviation	0.451	0.554	8.611	3.875	9.972
Base Value	0.491%	0.489%	13.152%	2.364%	6.968%

Under-Representation Base Value

The identification of districts for under-representation is based on the same methodology as over-representation. Under-representation takes the negative base value when adding the benchmark plus two standard deviations. Two standard deviations is used to account for the fact that districts’ implementation of early intervention services (EIS) and response to intervention (RtI) programs can prevent or reduce special education placements. Therefore, two standard deviations help to identify the extreme outlier cases.

**Indicator 9: Identification
Disproportionality Under-Representation Calculation**

	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White
Benchmark	0.040%	-0.065%	4.541%	-1.512%	-3.004%
Two Standard Deviations	0.902	1.108	17.222	7.750	19.944
Negative Base Value	(0.942) -0.942%	(1.043) -1.043%	(21.76) -21.763%	(6.238) -6.238%	(16.940) -16.940%

To ascertain if a district exceeds (+/-) the base values for disproportionality Indicator 9, enrollment and child count data were examined.

1. Using the December 1 child count for the selected year, students were identified if they

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were receiving services in a private residential treatment program. These students were removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. The reason for excluding students in private residential treatment facilities is in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district’s special education child count and district wide enrollment.

2. After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, the percentage of each racial/ethnic group in the district is calculated. If a racial/ethnic group within the district is less than 5% that group is excluded in the district and special education student counts.
3. The district percentage point difference for each racial/ethnic group is then calculated by subtracting adjusted district enrollment for each race/ethnicity from the adjusted district special education race/ethnicity data. If the percentage point difference exceeds or falls below (+/-) the State base value for any racial/ethnic group then the district will be identified to conduct a self-assessment to review its policies, procedures, and practices.

Formula:

$$(Special\ Education\ Racial/Ethnic\ group\ Percent - District\ Racial/Ethnic\ group\ Percent) = Racial/Ethnic\ group\ Percentage\ Point\ Difference\ between\ Special\ Education\ and\ District$$

Example 1: DISPROPORTIONALITY-Over-Representation

% White – Special	30.00%	
Number of White Students with IEPs		60/200
		12.58 (% point difference)
% White – District	17.42%	
Number of White Students in District		270/1,550

This district exceeds the base value for disproportionality of white students in special education since the percent point difference is greater than 6.968%.

Example 2: DISPROPORTIONALITY-Under-Representation

% Hispanic – Special	2.50%	
Number of Hispanic Students with IEPs		5/200
		-7.62 (% point difference)
% Hispanic – District	10.12%	
Number of Hispanic Students in District		157/1,550

This district exceeds the base value for disproportionality of Hispanic students in special education since the percent point difference is less than -6.238%.

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FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	0%	0%	0%	0%	0%	0%
State Rate	Applicable	Baseline	0%				
FFY 2006 (2006-2007)	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.						
Actual Target Data for 2006-07: 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.				$(0/253) * 100 = \mathbf{0\%}$			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

The State was required to revisit its disproportionality methodology in order to assess all racial/ethnic groups, as well as under- and over-representation. This resulted in a new methodology being applied to this indicator for the identification of districts with disproportionate representation for FFY 2005 and FFY 2006. Once a district is identified as being disproportionate in a racial/ethnic group, a self-assessment must be completed and submitted to the SEU Monitoring/Program Effectiveness (M/PE) Section. The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. The Disproportionality Self-Assessment is available on the special education website at http://arksped.k12.ar.us/documents/data_n_research/Dispro_self_assessment.doc.

FFY 2005

A review of districts’ Disproportionality Self Assessment and supporting evidence documents resulted in zero (0) percent $((0/254) * 100)$ of districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

For the 2005-06 school year, 33 of 254 districts were identified with over- and/or under-representation. Of the 33 districts identified, all racial/ethnic groups were represented with zero districts under identifying black or American Indian/Alaskan Native students and zero districts over identifying Asian/Pacific Islander students. Seventeen districts were identified as having over- and under-representation, five districts with under representation, and 11 districts with over-representation.

Districts identified with over-representation may also be included in focused monitoring. Besides completing the Disproportionality Self Assessment, these districts must address the over-representation in their Arkansas Consolidated School Improvement Plan (ACSIP). These districts may also receive an on-site visit where any deficiencies in their policies, practices, and procedures are noted, if applicable, and corresponding corrective action plans (CAPS) are implemented to correct the noted deficiencies.

Due to the length of time encompassed in the redesign of the disproportionality methodology and self-

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assessment document, the process was extended into the 2007-08 school year. A complete review of the self assessments was conducted in the Fall of 2007 by the M/PE staff and resulted in zero (0) districts having disproportionate representation as a result of inappropriate identification.

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

FFY 2006

A review of districts' Disproportionality Self Assessment and supporting evidence documents resulted in zero (0) percent $((0/253)*100)$ of districts with disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Based on the 2006-07 child count, 31 of 253 districts were identified with over- and/or under-representation. Of the 31 districts identified, all racial/ethnic groups were represented with zero districts under identifying black, white, or American Indian/Alaskan Native students and zero districts over identifying Asian/Pacific Islander students. Sixteen (16) districts were identified as having over- and under-representation, five districts with under-representation only, and 10 districts with over-representation only.

Districts identified are required to submit a self-assessment. The self-assessment covers five procedural areas: intervention, referral, evaluation, placement, and procedural safeguards, as well as a review of policies, procedures, and practices effecting disproportionality. In addition, districts are required to submit evidence to support their responses. After receiving the self-assessments in the M/PE Section, the State Education Agency Supervisors reviewed the self-assessments and supporting evidence for approval. If discrepancies or questions arise, the SEA supervisor contacted the district for clarification and may schedule a site visit prior to determining whether if inappropriate policies, procedures, and/or practices led to the disproportionate representation.

Due to the length of time encompassed in the redesign of the disproportionality methodology and self-assessment document, the process was extended into the 2007-08 school year. A complete review of the self assessments was conducted in the Fall of 2007 by the M/PE staff which resulted in zero (0) districts having disproportionate representation as a result of inappropriate identification.

Improvement activities undertaken in 2006-07 for this indicator included:

- The State M/PE Section incorporated the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.
- The State M/PE Section incorporated a district disproportionality self-assessment into the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.
- The Arkansas IDEA Data & Research Office continued to oversee the implementation of the

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*AM*TM software.

- The Arkansas IDEA Data & Research Office in conjunction with the M/PE Section revised the State's disproportionality methodology to include all racial/ethnic groups for over- and under-representation.
- The ADE continued to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.
- The IDEA Data & Research Office conducted a study of the 2005-06 school age referral tracking data using weighted risk ratios and the State's standard methodology to examine racial/ethnic trends in placing students in special education. The study, which was completed in 2006-07, found that these two methodologies identified different districts. Although there was some overlap of districts, the dispersion of identified districts varied greatly across the State. It is believed the use of referral data in determining disproportionate representation would more accurately reflect district practices. However, the use of this data set is not feasible for the purpose of the SPP and APR due to the timeframe of data availability and reporting requirements.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

While no revisions were made to the proposed targets, the methodology was changed of how to determine if a district has disproportionate representation of racial/ethnic groups in special education and related services.

Improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See Pages 64-68 in the SPP.

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

Over- and Under-Representation in a Disability Category

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

1. Using the December 1 child count for the selected year, students were identified if they were receiving services in a private residential treatment program. These students were removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. The reason for excluding students in private residential treatment facilities is in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district's special education child count and district wide enrollment.
2. After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, weighted risk ratios were generated for each of the six disability categories.
3. Further, weighted risk ratios were considered invalid if (1) the district enrollment of a racial/ethnic group is less than 5% or (2) the number of students in a disability category was below 40. The 5% criterion falls in line with

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Indicator 9 and an “n” of 40 is the same number used for adequate yearly progress (AYP) subgroups.

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

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	0%	0%	0%	0%	0%	0%
State Rate	Applicable	Baseline	0%				
FFY 2006 (2006-2007)	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.						
<p>Actual Target Data for 2006-07: 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.</p>						<p>(0/253)*100 = 0%</p>	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

The State was required to revisit its disproportionality methodology in order to assess all racial/ethnic groups, as well as under- and over-representation. This resulted in a new methodology being applied to this indicator for the identification of districts with disproportionate representation for FFY 2005 and FFY 2006. Once a district is identified as being disproportionate in a racial/ethnic group, a self-assessment must be completed and submitted to the SEU Monitoring/Program Effectiveness (M/PE) Section. The Disproportionality Self-Assessment is a combination of a state developed document and the National Center for Culturally Responsive Education Systems (NCCRESt) document presented at the 2007 OSEP Leadership Conference. The Disproportionality Self-Assessment is available on the special education website at http://arksped.k12.ar.us/documents/data_n_research/Dispro_self_assessment.doc.

FFY 2005

A review of district Disproportionality Self-Assessment and supporting evidence documents resulted in zero (0) percent ((0/254)*100) of districts with disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

For the 2005-06 school year, 45 of 254 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State’s criteria to the weighted risk ratios. Districts with weighted risk ratios greater than 4.00 were identified as having over-representation and districts with weighted risk ratios lower than 0.25 identified as having under- representation. Weighted risk ratios for under-representation varied from 0.24 to 0.17. The variance in over-representation is more widely dispersed with a low of 4.15 and a high of 57.64.

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Of the 45 districts identified for Indicator 10, 11 were also identified under Indicator 9; thus, illustrating how disproportionate representation in identification does not equate to disproportionate representation in a disability category.

In the six primary disability categories two racial/ethnic groups in four disability categories were identified as having over- and/or under-representation. Illustrated in Exhibit I-10.1, districts have disproportionate representation of white students in four disability categories and black students in one disability category.

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

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

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

FFY 2006

A review of district Disproportionality Self-Assessment and supporting evidence documents resulted in zero (0) percent $((0/253)*100)$ of districts having disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

For the 2006-07 school year, 37 of 253 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State's criteria to the weighted risk ratios. Districts with weighted risk ratios greater than 4.00 were identified as having over-representation and districts with weighted risk ratios lower than 0.25 identified as having under-representation. Weighted risk ratios for under-representation varied from 0.21 to 0.11. The variance in over-representation is more widely dispersed with a low of 4.38 and a high of 32.62.

Of the 37 districts identified for Indicator 10, six were also identified under Indicator 9, illustrating how disproportionate representation in identification does not equate to disproportionate representation in a disability category. Although the number of districts identified across indicators 9 and 10 was lower in 2006-07, the proportion is relatively the same as 2005-06.

Data for 2006-07 is similar to 2005-06 within the six primary disability categories, with two racial/ethnic groups in four disability categories identified as having over- and/or under-

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representation. Furthermore, mental retardation and specific learning disability remain the primary disability categories for students in the racial ethnic groups of black and white, respectively. Illustrated in Exhibit I-10.2, districts have disproportionate representation of white students in four disability categories and black students in two disability categories.

Exhibit I-10.2: District Count of Disproportionate Representation for Specific Disability Categories by Racial/Ethnic Group – 2006-07

	Autism		Emotional Disturbance		Mental Retardation		Other Health Impairment		Specific Learning Disability		Speech Impairment	
	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under
American Indian												
Asian/Pacific Islander												
Black (non-Hispanic)					6					1		
Hispanic												
White (non-Hispanic)					5	2	3		14	2	6	

Under the historical analysis of disproportionality by disability category, the State would have focused on black students; however, this analysis clearly identifies that over-representation of white students receiving special education and related services is more prevalent than previously recognized.

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

Improvement activities undertaken in 2006-07 for this indicator included:

- The State M/PE Section incorporated the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.
- The State M/PE Section incorporated a district disproportionality self-assessment into the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.
- The Arkansas IDEA Data & Research Office continued to oversee the implementation of the *AMT*TM software.
- The Arkansas IDEA Data & Research Office in conjunction with the M/PE Section revised the State's disproportionality methodology to include all racial/ethnic groups for over- and under-representation.
- The ADE continued to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Focused Monitoring Profiles.

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

While no revisions were made to the proposed targets, the methodology was changed for how to determine if a district has disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See pages 70-73 in the SPP.

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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						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	N/A	100%	100%	100%	100%	100%	100%
State Rate		91.91%	98.93%				
FFY 2006 (2006-2007)	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 2006-07: In 2006-07, 98.93% of children with parental consent to evaluate were evaluated within the State established timeline of 60 days.					A. 12,215 B. 2,381 C. 9,703 $((2381+9703)/12,215)*100 = \mathbf{98.93\%}$		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

In 2006-07, there were 12,215 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State’s 60-day timeline was 12,084 or 98.93%. Of these, 2,381 or 19.49% were determined not eligible, while 9,703 or 79.43% were determined eligible. The evaluations of the remaining 131 children exceeded the 60-day timeframe with 53 (40.46%) determined eligible and 78 (59.54%) found not eligible.

The number of days beyond the 60-day timeline ranged from 1 to 219 days. Reasons for exceeding the 60-day timeline are not fully clear since the indicator changed in the middle of 2006-07 and the data collection could not be updated until 2007-08. However, Arkansas did collect reasons for the delay in eligibility determination using the previous version of the indicator, which included child or family illness, child unavailable, child transferred to another program, and evaluators failed to submit reports in a timely manner.

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The 2006-07 percentage of children with parental consent to evaluate who were evaluated within the State established timeline of 60 days increased 7.64% from 2005-06. A root cause analysis of the 2005-06 data identified two main issues across the state. First, many early childhood programs operating under an interagency agreement were delaying the evaluation of a child turning three years old, so the child could be closer to his third birthday. In accordance with DDS Part C policy, the referral/transition conference is held at 33 months of age, but some Part B evaluations were being scheduled as late as 35 months of age, automatically placing the child's evaluation out of timeline. Second, school age and early childhood programs were not submitting the correct dates for calculation. The data entry date errors resulted in a negative value when calculating the number of days between parental consent to evaluate and the date on which evaluations were completed. The IDEA Data & Research Office, as well as the M/PE staff, worked with programs to ensure that data were being submitted appropriately and timelines were met.

Improvement activities for this indicator included:

- increasing the business rules in ASPCN and MySped Resource,
- creating a special application for the DDS 3-5 programs in MySped Resource,
- hosting the Special Education Data Summit, and
- holding numerous web-based trainings and workshops on data applications and submission.

As part of the monitoring process, the M/PE Section of the SEU conducted student file audits to ascertain if local districts were meeting timelines. Districts failing to meet timelines were given a noncompliance citation requiring a corrective action plan (CAP) to be submitted to ensure correction of noncompliance in 2005-06. The SEA supervisor assigned to the district assists in the development of the corrective action plan designed to ensure correction of the noncompliance. LEAs must periodically report progress toward meeting compliance prior to the expected timeline for full correction of noncompliance.

The *AMI*TM software developed in 2005-06, which was implemented in 2006-07, provided the M/PE Section with its first opportunity to conduct desk audits of school age student IEPs. Early childhood monitoring of due process timelines can also be conducted electronically, with consent from the program, through the SEASWeb early childhood IEP application developed as part of the Arkansas GSEG.

In reporting this indicator, Arkansas chose not to use monitoring data; instead, data are collected through the referral tracking application of the special education module in APSCN and the DDS program application in MySped Resource.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. However, improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See page 79 in the SPP.

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**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 are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays (20 U.S.C. 1416(a)(3)(B))

<p>Measurement:</p> <ul style="list-style-type: none"> 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 <p>Account for children included in <i>a</i> but not included in <i>b</i>, <i>c</i> or <i>d</i>. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP was developed, and the reasons for the delay.</p> <p>Percent = c divided by $(a - b - d)$ times 100.</p>

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	100%	100%	100%	100%	100%	100%	100%
State Rate	84.15%	75.91%	97.58%				
FFY 2006 (2006-2007)	The percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday was 100%.						

<p>Actual Target Data for 2006-07: 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 97.58%.</p> <ul style="list-style-type: none"> A. Number of children who have been served in Part C and referred to Part B for eligibility determination: B. Number of those referred and determined to be not eligible whose eligibilities were determined prior to their third birthday: C. Number of those found eligible who have an IEP developed and implemented by their third birthday: D. Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services: 	<p>A. 698</p> <p>B. 55</p> <p>C. 606</p> <p>D. 22</p> <p>$(606 / (698 - 55 - 22)) * 100 =$ 97.58%</p>
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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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

In 2006-07, 807 children being served in Part C were referred to Part B for eligibility determination, of which 109 children were excluded under timeline exceptions in accordance with IDEA Regulations Section 300.301(d) and the Memorandum of Understanding (MOU) between the Department of Human Services (Part C Lead Agency) and the SEU, resulting in 698 Part C to B Transition children. Timeline exceptions are made if programs do not have situational control. Exceptions identified in the 2006-07 data were:

- One (1) child never had eligibility determined due to the family moving out of the service area prior to eligibility being determined.
- Thirty (30) children were excluded because Part C failed to refer within State timelines, including children being served with a temporary IEP on their third birthday.
- Twenty eight (28) children were excluded due to parental cancellation of evaluations and/or conferences because of extended child/family illness which delayed evaluations and/or eligibility determination, as documented and reported by the early childhood programs.
- Fifty (50) children were excluded due to continued parental cancellation of evaluation and/or conference appointments as documented and reported by the early childhood programs.

The exceptions will be reviewed and more clearly defined in the revised MOU with DHS, the Part C lead agency. The revision of the MOU will begin during the 2007-08 school year.

Of the 698 children being served in Part C and referred to Part B for eligibility determination, 661 had eligibility determined by their third birthday, with 606 found eligible and 55 not eligible. An additional 22 children had delays in evaluation or initial services due to parental refusal.

There were 15 Part C to B referrals who did not have eligibility determined prior to their third birthday, all of which were found eligible. The number of days beyond the third birthday ranged from one (1) to 20. There were two reasons for the delays: (1) evaluations for 13 children were not completed in a timely manner, and (2) unknown reasons for 2 children.

In 2005-06, there were 13 early childhood programs with findings related to Indicator 12. Each program was notified in September 2007 of the findings and was required to submit a corrective action plan (CAP) to the M/PE Section of the SEU. The M/PE Section reviewed and accepted the CAPs. Timely correction of the non-compliance will be reported in the 2007-08 APR since, the year timeline began in September 2007.

Arkansas failed to meet this target in 2004-05 and 2005-06. A root cause analysis of early childhood transition data for 2004-05 and 2005-06 found that some early childhood programs operating under an interagency agreement with Division of Developmental Disabilities Services (DDS) were delaying the evaluation of a child turning three years old, so the child could be closer to his third birthday. In

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accordance with DDS Part C policy, the referral/transition conference is held at 33 months of age, but some Part B evaluations were being scheduled as late as 35 months of age, automatically placing the child's evaluation out of timeline. This practice resulted in a time management problem leading to untimely evaluations and eligibility determinations.

A second finding identified a Part C to Part B practice problem. Through an interagency agreement with DHS, programs licensed under the Division of Developmental Disabilities Services (DDS) may provide special education services to children age 3-5 who qualify under DDS eligibility. DDS eligibility is more stringent than the State's IDEA eligibility, which typically results in subsequent IDEA eligibility. When a child is being served under Part C in a DDS Center program and is then referred to Part B for transition, this referral often takes place in the same DDS Center. The Part B program in the DDS Center then determines eligibility for Part B services. An inconsistent practice arises when the child is no longer DDS eligible, but is IDEA eligible. When a child is found to be ineligible for DDS and eligible for IDEA, the Part B program of the DDS Center should coordinate with the local education agency to transfer services, because transition has occurred and eligibility has been determined. The inconsistency occurs when the LEA receives a request for services as a "referral" for Part B services from the DDS Center Part B program, instead of a "notification" that a child has been found eligible for IDEA and services need to be transferred to the LEA. This practice creates the perception that Part C did not refer the child in accordance with State timelines.

Thirdly, the analysis revealed that some programs were serving children on their 3rd birthday, even though eligibility had not been determined. Arkansas allows for a temporary IEP to be developed and implemented if any delay in services would be detrimental to a child's progress. Children who have eligibility determined after the 3rd birthday but have a temporary IEP in place on the 3rd birthday should be excluded from the "A." The analysis found that children served initially under a temporary IEP had a delayed referral from Part C to Part B which did not leave enough time to complete evaluations and eligibility determination prior to the 3rd birthday. When the State developed the referral tracking system in 2004-05, a temporary IEP field for Part C to B transition was not included. Analysis of the 2005-06 data revealed the need for this field and, in mid-school year 2006-07, the field was added.

Findings of the root cause analysis indicate an increased need for training related to State policies and procedures to support changes in local practices. The SEU early childhood staff, the IDEA Data & Research Office, and Part C staff are working jointly to conduct transition workshops, revise program practices, and conduct data collection and reporting training. Additionally, the SEU Grants and Data Management (G/DM) Section along with the IDEA Data & Research Office meet quarterly with DDS Part B and Part C staff to address areas of concern.

Applying the 2006-07 criteria to the 2005-06 data, Arkansas would have seen an increase of 10.78% (84.15% to 92.66%) from 2004-05, instead of dropping 9.79% down to 75.91%. Additionally, the indicator has changed from the original 2004-05 baseline requirements, now allowing for delays due to parental refusal to provide consent for evaluation or initial services, as well as State timeline exceptions. Although the target of 100% would not have been met, progress on the indicator would have been evident.

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As part of the monitoring procedures, the M/PE Section of the SEU conducts child IEP audits to determine if 3-5 programs are meeting timelines. Programs who fail to meet timelines are given a noncompliance citation requiring a corrective action plan (CAP) to be submitted. The SEA supervisor assigned to the program assists in the development of the corrective action plan.

In reporting this indicator, Arkansas collects the dates from the Referral Tracking Application of the special education module in APSCN and in the DDS program application in MySped Resource. Training is held each August via a series of web teleconferences for 3-5 programs. Additionally, face-to-face trainings are offered throughout the year for new 3-5 program staff using APSCN and MySped Resource.

Early childhood transition was a key element of the Arkansas GSEG awarded in 2004-05. The grant ended in 2006-07. One of the last activities under the GSEG was the creation of a transition training DVD available online through **Arkansas IDEAS**. **Arkansas IDEAS** is **I**nternet **D**elivered **E**ducation for **A**rkansas **S**chools provided by the Arkansas On-line Professional Development Initiative through a committed partnership of the Arkansas Educational Television Network and the Arkansas Department of Education.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 84-85 in the SPP.

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**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						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	100%	100%	100%	100%	100%	100%
State Rate	Applicable	98.42%	99.16%				
FFY 2006 (2006- 2007)	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: 99.16%						
	Actual Target Data for 2006-07: 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 was 99.16% .				(13,896/14,014)*100 = 99.16%		

Data for this indicator are submitted in an aggregated format by school districts via the Program Evaluation Effectiveness Profile (PEEP) application in MySped Resource.

There were 14,014 youth aged 16 and above with IEPs in 2006-07. The LEAs, self-reporting through PEEP, identified 13,896 youth with IEPs that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet the post secondary goals, resulting in a rate of 99.16%. Although the rate is below the target of 100%, Arkansas is in substantial compliance and made progress against the 2005-06 rate with an increase of 0.75%.

Through the SEA monitoring process, secondary transition goals and services are reviewed. Districts with systemic findings surrounding secondary transition are given a noncompliance citation and must submit a corrective action plan (CAP). The CAP is then reviewed by the M/PE Section for approval. The SEA Area Supervisor assigned to the district continues to work with the district to ensure implementation of the CAP. A site visit is conducted to confirm implementation and compliance.

In 2005-06, three (3) districts had findings which were cleared within one-year. Districts submitted corrective action plans via the Arkansas Comprehensive School Improvement

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Plan (ACSIP) application. In developing the ACSIP, districts conduct a review of policies, procedures, and practices. The ACSIP was reviewed by the M/PE staff and follow-up desk audits and/or site visits were conducted to verify clearance of CAPs within one-year. No revisions were required to district policies and procedures; however, district practices were corrected to ensure compliance.

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

These activities were identified in 2005-06 through the use of the National Alliance for Secondary Education and Transition (NASSET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool. Of the five NASSET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 2006-07.

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

The regional cadres of special education consultants are available to assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders. Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party. It is anticipated that CIRCUIT will provide school personnel and parents with an easy access process to obtain support for students with disabilities who are at risk of dropping out of school. CIRCUIT received 828 requests for assistance during the 2006-07 school year. Thirty-eight of the requests were referred to the Post-school Outcome Interventions for Special Education (P.O.I.S.E.) consultants.

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

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Additional activities surrounding secondary transition included:

- Effective Transition Partnership Training. These trainings were held in August 2006 in every educational cooperative region of the State.
- Participation in the Arkansas Youth Leadership Forum
- Transition Tracks Newsletter. The newsletter was first started in October 2006 and is issued quarterly.
- Person Centered Planning Training. A total of 33 districts with school teams of two people attended the two-day training held in September and October 2006.
- How to Write a Meaningful Transition Plan training held in December 2006. Participants were provided information on various transition assessments and completed a transition plan for “sample students” for whom assessment information was presented.
- Transition Information Night for Parents
- Arkansas Interagency Transition Partnership
- Self-Determination in Arkansas Research Project (SDAR) with the Beach Center on Disability at the University of Kansas
- Statewide Transition Summit. Twenty-five local teams from around the State attended the February 2007 two-day event, which provided opportunities to learn about transition assessments, curriculum and best practices in transition.
- Local team meetings. Teams from around the State who initially came together for the Transition Summit continued to meet throughout the year.
- College Bound Arkansas 2007 (June) was held at the University of Central Arkansas. Students spent three days participating in workshops, interacted with college students who also have disabilities, interacted with college bound peers, and competed in recreational activities. Five parents also attended with their youth.
- Assistive Technology Training was held in May 2007.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See page 92 in the SPP.

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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.

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	Not	84.38	84.40%	84.50%	84.60%	84.80%
State Rate	Applicable	Applicable	Baseline				
FFY 2006 (2006-2007)	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: 84.38%						

<p>Actual Target Data for: There are no actual target data because FFY 2006 is a baseline reporting year.</p> <p>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 was 84.38%.</p>	<p>$(270/320)*100 = \mathbf{84.38\%}$</p>
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

Since this is a baseline year, there is no discussion of improvement activities completed nor explanation of progress or slippage required. However, an overview of baseline data is provided.

There were 47 districts sampled based on the stratified random sampling plan. From those 47 districts, Arkansas had 320 students that responded to the PSO survey request. Of the respondents, 270 youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school. This yielded an employment/postsecondary school rate of 84.38%.

The survey revealed that 75.63% of leavers had been employed at some point in the year since exiting high school. However, only 39.38% had been enrolled in post secondary education. Only 15.63% had not been employed or enrolled in post secondary education in the year since leaving high school.

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

This is a baseline year; therefore, targets on the indicator were set for the remaining SPP years. Improvement activities, timelines, and resources have been updated to reflect activities across the State. See pages 97-98 and 103 in the SPP.

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**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))

<p>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</p> <p>Percent = [(b) divided by (a)] times 100.</p> <p>For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and or enforcement that the State has taken.</p>

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	100%	100%	100%	100%	100%	100%
State Rate	Applicable	85.81	100%				
FFY 2006 (2006-2007)	Percent of noncompliance corrected within one year: 100%						
<p>Actual Target Data for 2006-07: a. Number of findings of noncompliance in 2005-06: 141 b. Number of corrections completed as soon as possible but in no case later than one year from identification: 141</p>					<p>A. 141 B. 141 (141/141)/100 = 100%</p>		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

The target for 2006-07 was 100%. Overall there were 141 findings of noncompliance identified through monitoring and dispute resolution in 2005-06 and all corrections were completed as soon as possible but in no case later than one year from identification. The areas of noncompliance are presented in Exhibit I-15.1.

In the APR submitted February 1, 2007 to report on FFY2005, Arkansas reported having two dispute resolution findings from 2004-05 that exceeded the one-year timeline. One district reached compliance one-month after the one-year mark and the other was cleared during the 2005-06 school year.

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Additionally, three districts were identified as having outstanding monitoring citations from 2004-05. The SEU worked diligently throughout 2005-06 and 2006-07 with these districts to bring them into compliance. All three districts continued to be monitored for compliance with LRE and disproportionality throughout 2006-07. The first district had a facility issue and the classroom in question was relocated, bringing them into compliance. The second district had LRE and disproportionality issues due to residential settings operated by private companies, including an ICF/MR facility within the district boundaries. The district worked with the SEA to conduct an analysis of its child count and educational placement to identify the root cause. In addition, it sought out and hired an outside consultant to assist in the development and implementation of its corrective action plan. The district was cleared of all monitoring citations from 2004-05.

The third district identified in the FFY2005 APR had experienced major changes in administrative leadership, including special education, and was found not to have the infrastructure in place to complete a comprehensive audit of its multiple and egregious issues. The ADE approved the request to use an outside expert, a special education supervisor from another district, in the development and implementation of its corrective action plan. Actions taken by the district to achieve full compliance included (1) development and implementation of early intervening services for grades K-3, (2) establishment of a summer compensatory education program, (3) conduct of an audit of all active due process files, (5) development and implementation of a service delivery model for students with disabilities including appropriate staffing for the provision of special education and related services, and (6) development and implementation of technical assistance training for all district staff to acquire necessary skills to analyze data, establish disabling condition, develop IEPs and make appropriate recommendations for program placement. All actions have been implemented, and the district was cleared of all monitoring citations from 2004-05.

Exhibit I-15.1: Indicator B-15 Worksheet for Findings of Noncompliance in FFY 2005				
Indicator	General Supervision System Components	# of Programs Monitored	(a) # of findings of noncompliance identified in FFY 2005 (7/1/2005-6/30/2006)	(b) # of findings from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	90	3	3

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14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both within one year of leaving high school.				
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.			
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution			
	Other: Specify			
4. 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.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	101	25	25
	Dispute Resolution			
	Other: Specify			
5. Percent of children with IEPs aged 6-21: educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.			
6. Percent of preschool children aged 3 -5: early childhood placement.	Dispute Resolution	4	4	4
	Other: Specify			
8. 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.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	101	4	4
	Dispute Resolution			
	Other: Specify			
9. Percent of districts with disproportionate representation of racial	Monitoring: On-site visits, self-assessment, local APR, desk audit,	90	5	5

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and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	etc.			
	Dispute Resolution			
	Other: Specify			
11. Percent of children who were evaluated within 60 days of receiving parental consent to initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	101	3	3
	Dispute Resolution	1	0	0
	Other: Specify			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.			
	Dispute Resolution			
	Other: Specify			
Non-compliance in areas not directly associated with Indicators 01-14 include: <ul style="list-style-type: none"> • Child Find • Due Process • Protection in Evaluation Procedures • Procedures for Evaluating SLD • IEPs • FAPE • LRE • Personnel • Use of Funds 	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	101	72	72
	Dispute Resolution	5	27	27
	Other: Specify			
Sum the numbers down Column (a) and Column (b)			141	141
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100			(141/141)*100 = 100%	

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No updates were made to the proposed targets. The SPP was updated to reflect the improvement activities, timelines, and resources. See page 122 in the SPP.

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**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))

<p>Measurement: See Attachment 1</p> <p>Percent = [1.1(b) + 1.1 (c)] divided by (1.1) times 100.</p>

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	100%	100%	100%	100%	100%	100%	100%
State Rate	100%	100%	100%				
FFY 2006 (2006-2007)	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%						
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 was 100% .						(27/27)*100 = 100%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

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 41 signed written complaints received in 2006-07, investigations were conducted and reports were issued for 27 complaints. While 25 reports had findings, all 27 complaint investigation reports were issued within timelines. A total of 14 complaints of the 41 filed were withdrawn or dismissed. There were no complaints pending at the end of the state fiscal year.

Dispute Resolution Section Activities Completed in 2006-07:

The Administrator for the Dispute Resolution section attended several out-of-state professional development conferences/meetings to enhance his knowledge and skills with regard to dispute resolution. He then shared this information with the due process hearing officers, complaint investigators, mediation center staff, PTI and local education agency administrators in subsequent training activities held within the state, including Special Show 2006 and the annual Council of Exceptional Children Conference 2006. Conferences and training attended included the following: 5th Annual National Administrative Law Judge and Hearing Officer Training Academy, Seattle, WA,

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June '06; Complaint Investigation Training presented by Art Cernosia, sponsored by the Southeast Regional Resource Center (SERRC), Atlanta, GA Oct. '06; CADRE training on data collection for the SPP/APR, sponsored by the SERRC, Dallas, TX Nov. '06; CADRE meeting on Mediation, Washington, DC, Dec. '06; School Attorneys' Conference, Phoenix, AZ, Feb. '07; and the Annual Legal Issues in the Education of Children with Disabilities Conference, sponsored by LRP publications, San Diego, CA, Apr. '07. Several of the due process hearing officers attended some of these conferences and training activities, and the ADE's staff attorneys and the Assistant Attorney General who represents the Special Education Unit in litigation also attended the LRP Conference. Both the administrator for the ADE-SEU Monitoring/Program Effectiveness section and the Dispute Resolution section attended the training for complaint investigators, and then subsequently provided additional training to the ADE complaint investigators.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources have been updated in the SPP to reflect activities across the State. See page 125 in the SPP.

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**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))

<p>Measurement: See Attachment 1</p> <p>Percent = [3.2(a) + 3.2(b)] divided by (3.2) times 100.</p>
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FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	100%	100%	100%	100%	100%	100%	100%
State Rate	100%	100%	100%				
FFY 2006 (2006-2007)	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%						
<p>Actual Target Data for 2006-07: 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 was 100%.</p>						<p>(2/2)*100 = 100%</p>	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

In 2006-07, there were eight hearing requests, including one expedited hearing request. Two hearing requests were fully adjudicated within timelines, while six hearing requests were resolved without a hearing. Of the six resolved without a hearing, two went to resolution sessions resulting in settlement agreements.

Dispute Resolution Section Activities Completed in 2006-07:

The Administrator for the Dispute Resolution section attended several out-of-state professional development conferences/meetings to enhance his knowledge and skills with regard to dispute resolution. He then shared this information with the due process hearing officers, complaint investigators, mediation center staff, PTI and local education agency administrators in subsequent training activities held within the state, including Special Show 2006 and the annual Council of Exceptional Children Conference 2006. Conferences and training attended included the following: 5th Annual National Administrative Law Judge and Hearing Officer Training Academy, Seattle, WA, June '06; Complaint Investigation Training presented by Art Cernosia, sponsored by the Southeast Regional Resource Center (SERRC), Atlanta, GA Oct. '06; CADRE training on data collection for the SPP/APR, sponsored by the SERRC, Dallas, TX Nov. '06; CADRE meeting on Mediation,

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Washington, DC, Dec. '06; School Attorneys' Conference, Phoenix, AZ, Feb. '07; and the Annual Legal Issues in the Education of Children with Disabilities Conference, sponsored by LRP publications, San Diego, CA, Apr. '07. Several of the due process hearing officers attended some of these conferences and training activities, and the ADE's staff attorneys and the Assistant Attorney General who represents the Special Education Unit in litigation also attended the LRP Conference. Both the administrator for the ADE-SEU Monitoring/Program Effectiveness section and the Dispute Resolution section attended the training for complaint investigators, and then subsequently provided additional training to the ADE complaint investigators.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2006-07 were updated in the SPP to reflect activities across the State. See page 130 in the SPP.

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

Indicator 18: Hearing Requests Resolved by Resolution Sessions

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))

<p>Measurement: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p> <p>See Attachment 1</p> <p>Percent = [3.1(a)] divided by (3.1) times 100.</p>
--

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	50%	51%	52%	53%	54%	55%
State Rate	Applicable	Baseline	100%				
FFY 2006 (2006-2007)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 100%						
Actual Target Data for: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 100%					(2/2) *100 = 100%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

Arkansas had 8 hearing requests and one expedited hearing request throughout 2006-07. Two of the hearing requests went to resolution sessions with both resulting in settlement agreements.

Dispute Resolution Section Activities Completed in 2006-07:

The Administrator for the Dispute Resolution section attended several out-of-state professional development conferences/meetings to enhance his knowledge and skills with regard to dispute resolution. He then shared this information with the due process hearing officers, complaint investigators, mediation center staff, PTI and local education agency administrators in subsequent training activities held within the state, including Special Show 2006 and the annual Council of Exceptional Children Conference 2006. Conferences and training attended included the following: 5th Annual National Administrative Law Judge and Hearing Officer Training Academy, Seattle, WA, June '06; Complaint Investigation Training presented by Art Cernosia, sponsored by the Southeast Regional Resource Center (SERRC), Atlanta, GA Oct. '06; CADRE training on data collection for the SPP/APR, sponsored by the SERRC, Dallas, TX Nov. '06; CADRE meeting on Mediation, Washington, DC, Dec. '06; School Attorneys' Conference, Phoenix, AZ, Feb. '07; and the Annual Legal Issues in the Education of Children with Disabilities Conference, sponsored by LRP

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publications, San Diego, CA, Apr. '07. Several of the due process hearing officers attended some of these conferences and training activities, and the ADE's staff attorneys and the Assistant Attorney General who represents the Special Education Unit in litigation also attended the LRP Conference. Both the administrator for the ADE-SEU Monitoring/Program Effectiveness section and the Dispute Resolution section attended the training for complaint investigators, and then subsequently provided additional training to the ADE complaint investigators.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2006-07 were updated in the SPP to reflect activities across the State. See page 133 in the SPP.

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**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

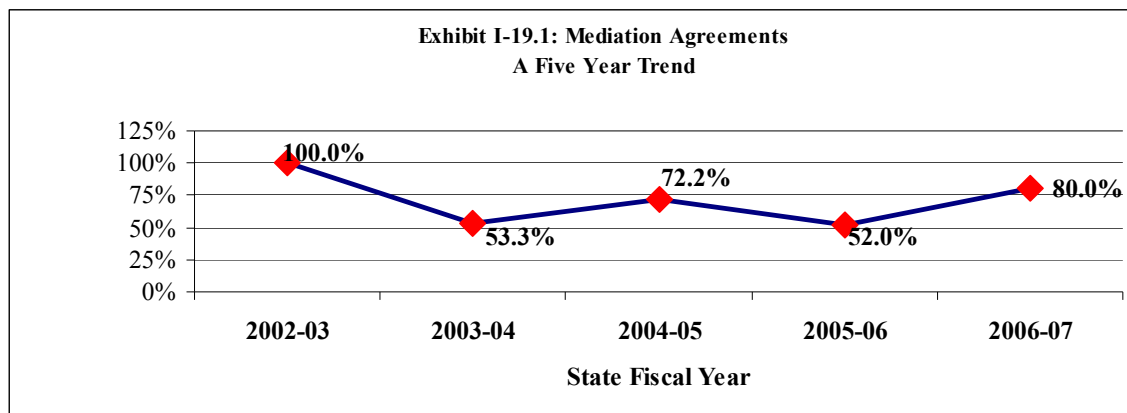
FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	72.22%	72.20%	72.5%	73.00%	73.50%	74.00%	75.00%
State Rate	Baseline	52.00%	80.00%				
FFY 2006 (2006-2007)	Percent of mediations held that resulted in mediation agreements: 72.5%						
Actual Target Data for 2006-07: Eighty percent (80%) of mediations requested resulted in mediation agreements.					$((0+12)/15)*100 = 80\%$		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

The ADE and University of Arkansas at Little Rock Bowen School of Law Mediation Project had 17 mediation requests in 2006-07. None of the mediation requests were related to due process. Fifteen mediation sessions were held and 12 resulted in agreements. No mediation sessions were pending as of June 30, 2007. Eighty percent (80%) of mediations requested resulted in mediation agreements, exceeding the anticipated target of 72.2%.

Given the complexity of the issues, not all issues are resolved through the mediation process. Arkansas' 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. The increase in 2006-07 further illustrates the unpredictability of mediation as displayed in Exhibit I-19.1.

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Dispute Resolution Section Activities Completed in 2006-07:

The Administrator for the Dispute Resolution section attended several out-of-state professional development conferences/meetings to enhance his knowledge and skills with regard to dispute resolution. He then shared this information with the due process hearing officers, complaint investigators, mediation center staff, PTI and local education agency administrators in subsequent training activities held within the state, including Special Show 2006 and the annual Council of Exceptional Children Conference 2006. Conferences and training attended included the following: 5th Annual National Administrative Law Judge and Hearing Officer Training Academy, Seattle, WA, June '06; Complaint Investigation Training presented by Art Cernosia, sponsored by the Southeast Regional Resource Center (SERRC), Atlanta, GA Oct. '06; CADRE training on data collection for the SPP/APR, sponsored by the SERRC, Dallas, TX Nov. '06; CADRE meeting on Mediation, Washington, DC, Dec. '06; School Attorneys' Conference, Phoenix, AZ, Feb. '07; and the Annual Legal Issues in the Education of Children with Disabilities Conference, sponsored by LRP publications, San Diego, CA, Apr. '07. Several of the due process hearing officers attended some of these conferences and training activities, and the ADE's staff attorneys and the Assistant Attorney General who represents the Special Education Unit in litigation also attended the LRP Conference. Both the administrator for the ADE-SEU Monitoring/Program Effectiveness section and the Dispute Resolution section attended the training for complaint investigators, and then subsequently provided additional training to the ADE complaint investigators.

The ADE-SEU continued to contract with the University of Arkansas at Little Rock Bowen School of Law Mediation Center to conduct mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities to encourage the use of mediation.

The ADE-SEU continued to contract with the Arkansas PTI to provide services to encourage parents and schools to consider the benefits of mediation to resolve their educational disputes.

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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, and resources for 2006-07 were updated in the SPP to reflect activities across the State. See page 136 in the SPP.

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**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).

FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	Not	100%	100%	100%	100%	100%	100%
State Rate	Applicable	85.81	98.17%				
FFY 2006 (2006-2007)	A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance B. Accurate: 100% compliance.						

<p>Actual Target Data for 2006-07: In 2006-07, Arkansas was 98.17% compliant with timely and accurate data reporting. All reports were submitted to OSEP on or before the due dates; however, a child count data not received.</p> <p>The data tables loaded into the Westat DANS system with no errors. Additionally, Arkansas submitted three reports—child count, environment, and exiting through the EDEN/EDFacts System. In 2006-07, the submission of child count and environment data via EDEN/EDFacts had an extended submission date of February 15, 2007. The extension was the result of EDEN/EDFacts delay in disseminating the file specification to states.</p> <p>All requests for data notes were received by Westat except for child count. The child count data notes are usually submitted at the same time as the environment data notes. In 2006-07, no environment data notes were required and apparently the child count data note was not received by Westat. This is unusual for Arkansas, since data notes have always been submitted previously and subsequent to this reporting. While Arkansas is in substantial compliance with Indicator 20, all necessary steps will be taken to ensure all requested</p>	<p>Using the Indicator 20 Scoring Rubric, Arkansas scored a 44 of 46 for 618 data and 63 of 63 for SPP/APR, resulting in $((44 + 63)/109) = \mathbf{98.17\%}$ compliance.</p>
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data notes are submitted in the future

The SPP/APR was submitted electronically and hard copy to OSEP on or before the due date. The data used in the SPP/APR were examined for validity and reliability at the time of the submission. Calculations and directions were reviewed to ensure proper application.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2006-07:

The ADE 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/>.

The Special Education Data Summit was held June 2007 in North Little Rock, Arkansas with over 200 district special education supervisors, early childhood coordinators, and SEU staff in attendance. The focus of the Data Summit was the SPP/APR Indicators. There were sessions for each indicator with information about the targets, best practices from programs, and LEA determination letters. The Summit will be held on a bi-annual basis in opposite years of the ADE special education conference known as “Special Show.”

Through a grant from the U.S. Department of Education’s Institute of Education Sciences, the ADE continues to construct a longitudinal data system that will enable the ADE to more effectively manage, analyze, disaggregate and use individual student data to support decision-making at the state, district, school, classroom, and parent levels. Improved analysis will help eliminate achievement gaps and improve learning of all students. Special Education data collection and analysis will be improved through this federal grant.

At the direction of the 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 monitoring priorities.

The SEU and the IDEA Data & Research Office continued to work with the contractors to finalize the Automated Monitoring Interface (AMI™).

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07:

No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See page 140 in the SPP.

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APPENDIX

- Attachment 1: Table 7, 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
- Attachment 3: Family Involvement Survey – Early Childhood and School Age

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**Attachment 1: Hearings, Complaints, and Mediation
2006-07**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	41
(1.1) Complaints with reports issued	27
(a) Reports with findings	25
(b) Reports within timeline	27
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	14
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	17
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	15
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	2
SECTION C: Hearing requests	
(3) Hearing requests total	8
(3.1) Resolution sessions	2
(a) Settlement agreements	2
(3.2) Hearings (fully adjudicated)	2
(a) Decisions within timeline	2
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	6
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	1
(4.1) Resolution sessions	1
(a) Settlement agreements	1
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

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SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: April 1, 2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4376	35864
4	4480	35742
5	4426	35160
6	4346	34876
7	42626	35844
8	4665	35758
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	0	0

¹ At a date as close as possible to the testing date.

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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 (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	3879	2284		0
4	3933	2694		0
5	3893	2790		0
6	3801	2612		0
7	4081	2705		0
8	4084	2713		0
HIGH SCHOOL (SPECIFY GRADE: ____11____)	0	0		0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² 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, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	438	0	438	41	0
4	482	0	482	34	0
5	458	0	458	17	0
6	471	0	471	22	0
7	455	0	455	21	0
8	465	0	465	25	0
HIGH SCHOOL (SPECIFY GRADE: _____11____)	0	0	0	0	0

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap, as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² 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, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	0	44	15	
4	0	46	19	
5	0	41	34	
6	0	40	34	
7	0	38	52	
8	0	49	67	
HIGH SCHOOL (SPECIFY GRADE: _____11___)	0	0	0	

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

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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	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level						
3	ACTAAP	1173	1111	971	624	0	0	0	0	0	3879
4	ACTAAP	1908	957	693	375	0	0	0	0	0	3933
5	ACTAAP	2400	732	574	187	0	0	0	0	0	3893
6	ACTAAP	1983	1008	563	247	0	0	0	0	0	3801
7	ACTAAP	3014	564	408	95	0	0	0	0	0	4081
8	ACTAAP	3341	417	291	35	0	0	0	0	0	4084
HIGH SCHOOL (SPECIFY GRADE: ____11_)		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ 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 column 3C.

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
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: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Evident	Emergent	Supported	Functional	Independent					9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Portfolio	58	81	22	99	178	0	0	0	0	438
4	Portfolio	70	80	28	65	239	0	0	0	0	482
5	Portfolio	73	92	41	84	168	0	0	0	0	458
6	Portfolio	65	99	35	60	212	0	0	0	0	471
7	Portfolio	104	102	45	43	161	0	0	0	0	455
8	Portfolio	162	79	35	16	173	0	0	0	0	465
HIGH SCHOOL (SPECIFY GRADE: ____11_)		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Functional Independence

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 9B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 9C (FROM PAGE 7) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
3	3879	0	438	59	4376
4	3933	0	482	65	4480
5	3893	0	458	75	4426
6	3801	0	471	74	4346
7	4081	0	455	90	4626
8	4084	0	465	116	4665
HIGH SCHOOL (SPECIFY GRADE: ____11_)	0	0	0	0	0

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4376	35864
4	4480	35742
5	4426	35160
6	4346	34876
7	4626	35844
8	4665	35758
HIGH SCHOOL (SPECIFY GRADE: _____11)	4000	32634

¹At a date as close as possible to the testing date.

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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 (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	3879	2284	0	0
4	3933	2694	0	0
5	3893	2790	0	0
6	3801	2612	0	0
7	4081	2705	0	0
8	4084	2713	0	0
HIGH SCHOOL (SPECIFY GRADE: _____11_)	3288	1973	0	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

² 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, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	438	0	438	50	0
4	482	0	482	58	0
5	458	0	458	34	0
6	471	0	471	53	0
7	455	0	455	42	0
8	465	0	465	38	0
HIGH SCHOOL (SPECIFY GRADE: _____11_)	524	0	524	117	0

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations.

² 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, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

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GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3	0	44	15	
4	0	46	19	
5	0	41	34	
6	0	40	34	
7	0	38	52	
8	0	49	67	
HIGH SCHOOL (SPECIFY GRADE: _____11_)	0	113	75	

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

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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	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level						
3	ACTAAP	2214	873	544	248	0	0	0	0	0	3879
4	ACTAAP	1992	1361	468	112	0	0	0	0	0	3933
5	ACTAAP	1871	1583	353	86	0	0	0	0	0	3893
6	ACTAAP	1918	1533	310	40	0	0	0	0	0	3801
7	ACTAAP	1696	2065	280	40	0	0	0	0	0	4081
8	ACTAAP	2298	1335	412	39	0	0	0	0	0	4084
HIGH SCHOOL (SPECIFY GRADE: ____11_)	ACTAAP	2036	1135	117	0	0	0	0	0	0	3288

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3C minus the number reported in column 3C.

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
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: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Evident	Emergent	Supported	Functional	Independent					9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Independence Achievement Level	Independence Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Portfolio	51	30	84	196	77	0	0	0	0	438
4	Portfolio	72	47	72	165	126	0	0	0	0	482
5	Portfolio	58	41	112	135	112	0	0	0	0	458
6	Portfolio	27	50	117	61	216	0	0	0	0	471
7	Portfolio	36	61	121	65	172	0	0	0	0	455
8	Portfolio	64	98	105	34	164	0	0	0	0	465
HIGH SCHOOL (SPECIFY GRADE: ____11____)	Portfolio	17	40	49	27	391	0	0	0	0	524

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Functional Independence

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 9B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 9C (ON PAGE 15) ¹	NO VALID SCORE ² (10)	TOTAL ³ (11)
3	3879	0	438	59	4376
4	3933	0	482	65	4480
5	3893	0	458	75	4426
6	3801	0	471	74	4346
7	4081	0	455	90	4626
8	4084	0	465	116	4665
HIGH SCHOOL (SPECIFY GRADE: __11__)	3288	0	524	188	4000

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Part B State Annual Performance Report (APR) for FFY 06 (2006-07)

Attachment 3: Family Involvement Survey: Early Childhood

The Arkansas Special Education Early Childhood Family Outcomes Survey

This is a survey for parents/families of children receiving special education services. Your responses will help guide efforts to improve services and results for children and families.

Use number 2 pencil only. Make dark marks that fill the oval completely. Correct Mark Incorrect Marks

What is your child's race/ethnicity? (select only one)

American Indian/Alaskan Native ... (AI)

Asian/Pacific Islander (AP)

Black (non Hispanic) (B)

Hispanic(H)

White (non Hispanic) (W)

What is your child's primary disability? (select only one)

Autism (AU)

Deaf-Blindness (DB)

Deaf/Hearing Impaired (HI)

Developmental Delay (PS)

Multiple Disabilities (MD)

Other Health Impairment ... (OHI)

Orthopedic Impairment (OI)

Speech/Language Impairment .. (SI)

Traumatic Brain Injury (TBI)

Visual Impairment (VI)

LEA

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

RES-LEA

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

For each question, please fill in the bubble that best describes your family right now. If a statement almost, but not quite, describes your family select the number just below the statement. For example, if the statement under 3 almost describes your family, select the 2.

Understanding your child's strengths, abilities, and special needs

1. Your child is growing and learning. How well do you understand your child's development?

We are just beginning to understand our child's development.		We have a basic understanding of our child's development, but we still have a lot to learn.		We have a pretty good understanding of our child's development.		We understand our child's development very well.
1	2	3	4	5	6	7

2. Some children have special health needs, a disability, or are delayed in their development. How much do you know about your child's special needs?

Right now we do not know very much.		We have learned some things, but we still have a lot of unanswered questions.		We know a lot, but we still need or want to know more.		We are confident that we know most of what we need to know right now.
1	2	3	4	5	6	7

3. Professionals who work with you and your child want to know if the things they do are working. Are you able to tell if your child is making progress?

Right now, we cannot tell if our child is making progress.		We sometimes can tell if my/our child is making progress, but we still have a lot to learn.		We can usually tell if our child is making progress.		We can almost always tell if our child is making progress.
1	2	3	4	5	6	7

PLEASE DO NOT WRITE IN THIS AREA



26500

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Knowing your rights and advocating for your child

4. A variety of programs and services may be available for your child and family. Do you know what is available for your child and family?

We are just beginning to learn about the programs and services that are available. 1	2	We know about some programs and services, but still have a lot to learn. 3	4	We think we are aware of most available programs and services. 5	6	We are very aware of the programs and services that are available. 7
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5. Parents often meet with professionals to plan services or activities. How comfortable are you participating in these meetings?

Right now we are very uncomfortable participating in meetings. 1	2	We are not very comfortable participating in meetings, but we do it anyway. 3	4	We are pretty comfortable participating in meetings. 5	6	We are very comfortable participating in meetings. 7
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6. Families of children with special needs have rights, and there are things you can do if you are not satisfied. How well do you know your rights and what to do if you are not satisfied?

We are not sure about our rights or what to do if we are not satisfied. 1	2	We understand our basic rights but are not sure about all of our options if we are not satisfied. 3	4	We think we know most of our rights and what to do if we are not satisfied. 5	6	We are very aware of our rights and know exactly what to do if we are not satisfied. 7
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Helping your child develop and learn

7. All parents help their children develop and learn, but sometimes it is hard to know what to do. How would you describe your ability to help your child develop and learn?

We need to know a lot more about how to help our child develop and learn. 1	2	We know the basics of helping our child develop and learn, but still have many questions. 3	4	We feel pretty sure that we know how to help our child develop and learn. 5	6	We are very sure that we know how to help our child develop and learn. 7
---	----------	---	----------	---	----------	--

8. All parents try to help their children learn to behave the way they would like, but sometimes it is hard to know what to do. How would you describe your ability to help your child learn to behave the way you would like?

We need to know a lot more about how to help our child learn to behave like we want. 1	2	We know the basics of helping our child behave, but still have many questions. 3	4	We feel pretty sure that we know how to help our child behave. 5	6	We are very sure that we know how to help our child behave. 7
--	----------	--	----------	--	----------	---

9. Professionals have worked with you to develop a plan to help your child learn new skills and behaviors. How much are you able to help your child learn or practice these new skills at home or in your community?

We have not yet started to help our child learn or practice these skills and behaviors. 1	2	We have started to help our child learn and practice these skills and behaviors, but it is not a regular thing yet. 3	4	We often help our child learn and practice these skills and behaviors, but it is not as regular as we would like. 5	6	We regularly help our child learn and practice these skills and behaviors throughout the day. 7
---	----------	---	----------	---	----------	---

10. To what extent has your child's preschool program encouraged you to be actively involved in your child's education at school? Our child's preschool has...

not encouraged us to be actively involved in our child's education at school 1	2	done a few things to encourage us to be actively involved in our child's education at school 3	4	a good job of encouraging us to be actively involved in our child's education at school 5	6	an excellent job of encouraging us to be actively involved in our child's education at school 7
--	----------	--	----------	---	----------	---

Source: The questions and scale was developed by Don Bailey, Kathy Hebbeler, and Mary Beth Bruder as part of the Early Childhood Outcomes (ECO) Center, a cooperative agreement (#H324L030002) to SRI International from the Office of Special Education Programs, U.S. Department of Education.

Thank you for completing this survey!

Part B State Annual Performance Report (APR) for FFY 06 (2006-07)

Attachment 3 (continued): Family Involvement Survey: School Age

The Arkansas Special Education School Age Family Outcomes Survey

This is a survey for parents/families of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families.

Use number 2 pencil only. **Make dark marks that fill the oval completely.** **Correct Mark** ● **Incorrect Marks** ○ ⊗ ⊘

What is your child's primary disability? (select only one)

Autism (AU)

Deaf-Blindness (DB)

Emotional Disturbance (ED)

Deaf/Hearing Impaired (HI)

Multiple Disabilities (MD)

Mental Retardation (MR)

Other Health Impairment ... (OHI)

Orthopedic Impairment (OI)

Speech/Language Impairment .. (SI)

Specific Learning Disability .. (SLD)

Traumatic Brain Injury (TBI)

Visual Impairment (VI)

LEA

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

BUILDING

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

What is your child's race/ethnicity? (select only one)

American Indian/Alaskan Native . (AI)

Asian/Pacific Islander (AP)

Black (non Hispanic) (B)

Hispanic(H)

White (non Hispanic) (W)

MULTIPLE CHOICE RESPONSES ONLY

For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, or very strongly agree. You may skip any item you feel does not apply to you or your child.

NOT APPLICABLE

VERY STRONGLY AGREE

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

VERY STRONGLY DISAGREE

1. I was offered special assistance (such as alternate location and time) so that I could participate in the Individualized Educational Program (IEP) meeting. ○ ○ ○ ○ ○ ○ ○ ○
2. All of my concerns and recommendations were documented on the IEP. ○ ○ ○ ○ ○ ○ ○ ○
3. I have been asked for my opinion about how well special education services are meeting my child's needs. ○ ○ ○ ○ ○ ○ ○ ○
4. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents). ○ ○ ○ ○ ○ ○ ○ ○
5. The school communicates regularly with me regarding my child's progress on IEP goals. ○ ○ ○ ○ ○ ○ ○ ○
6. The school provides information on agencies that can assist my child in the transition from school. ○ ○ ○ ○ ○ ○ ○ ○
7. My child is taught in regular classes, with supports, to the maximum extent appropriate. ○ ○ ○ ○ ○ ○ ○ ○
8. General education and special education teachers work together to assure that my child's IEP is being implemented. ○ ○ ○ ○ ○ ○ ○ ○
9. Over the past year, special education services have helped me and/or my family get services that my child and family need. ○ ○ ○ ○ ○ ○ ○ ○
10. Over the past year, special education services have helped me and/or my family know about my child and family's rights concerning special education services. ○ ○ ○ ○ ○ ○ ○ ○
11. I value the school's input concerning my child. ○ ○ ○ ○ ○ ○ ○ ○
12. I meet with my child's teacher(s) to plan my child's program and services. ○ ○ ○ ○ ○ ○ ○ ○
13. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization). ○ ○ ○ ○ ○ ○ ○ ○
14. Over the past year, special education services have helped me and/or my family understand my child's special needs. ○ ○ ○ ○ ○ ○ ○ ○
15. Over the past year, special education services have helped me and/or my family feel that my efforts are helping my child. ○ ○ ○ ○ ○ ○ ○ ○

31206

PLEASE DO NOT WRITE IN THIS AREA

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Source: The survey questions were developed by the National Center for Special Education Accountability Monitoring. <http://www.monitoringcenter.lsuhscc.edu>