

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



**PART B ANNUAL PERFORMANCE REPORT
2007-08**

F e b r u a r y 1, 2 0 0 9

Revised April 6, 2009



ARKANSAS DEPARTMENT OF EDUCATION

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February 1, 2009

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

Dear Ms. Scire:

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

Arkansas will establish its determination criteria for the four levels of assistance and intervention regarding local education agencies (LEA) performance, apply determinations to the LEA and notify them by May 30, 2009 of their status. 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

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

The development of the Arkansas Annual Performance Report (APR) for FFY 2007 began in March 2008 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).

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 2009 by members of the State Advisory Panel.

Following the submission of the Arkansas APR on February 1, 2009, the Arkansas Department of Education - Special Education Unit (ADE-SEU) will utilize the ADE-SEU website as the primary vehicle for the annual dissemination of the APR on progress or slippage in meeting the SPP measurable and rigorous targets. Additionally, e-version copies of the APR, along with an explanatory cover letter from the Arkansas Commissioner of Education, will be sent to the headquarters of each public library operating within the Arkansas public library system. Further, an official press release will be prepared and provided to all statewide media outlets detailing how the public may obtain or review a copy of the APR. Lastly, the Arkansas Department of Education (ADE) will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website as well as in an ongoing series of performance reports disseminated to statewide and local media outlets, primarily the print media.

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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%	90.18%			
FFY 2007 (2007-2008)	Using a moving average of four years (2002 - 2005) of data, Arkansas anticipates the percentage to remain steady at 89%.						
Actual Target Data for 2007-08: In 2007-08, 90.18% of 12 th grade students receiving special education services graduated from high school with a regular diploma.				Number of Graduates = 3,325 Number of 12 th Grade Students = 3,687 $(3,325/3,687)*100 = \mathbf{90.18\%}$			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08:

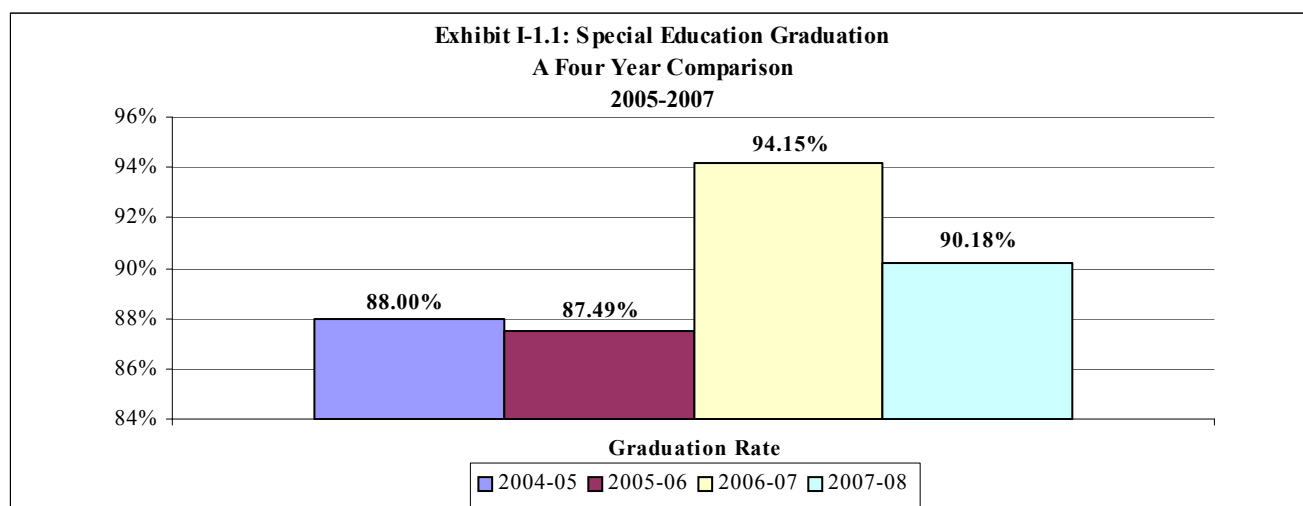
The target for 2007-08 was that 89% of 12th graders with IEPs would graduate from high school with a regular diploma. Arkansas exceeded the target by 1.18 percentage points. As seen in Exhibit I-1.1, the 2007-08 school year graduation rate declined from the 2006-07 school year but remains above the graduation rates for the 2004-05 and 2005-06 school years.

Further, enrollment and exiting data indicates that 26% of students with IEPs 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. These combined practices have a positive impact on the graduation rate of students with IEPs. This is consistent with the National Governors Association graduation rate calculation. However, if the State decides not to use the extended year(s) graduation option in the Title 1 regulations of ESEA, Arkansas'

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special education graduation rate will be negatively affected.

The IDEA Data & Research Office undertook an extensive scrubbing of the graduation and enrollment data to ensure validity and reliability. The process included adjusting enrollment for student movement in and out of special education as well as verifying drop outs for the coded grade level.



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

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).

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A range of activities designed to impact graduation were conducted.

- P.O.I.S.E. launched the new “poised for graduation” website at www.poisedforgraduation.com
- P.O.I.S.E. launched the third awareness campaign through the P.O.I.S.E. website at www.poisedforgraduation.com providing a school districts, state level stakeholders, parents and youth access to assistance with effective resources and strategies for a successful academic school experience.
- P.O.I.S.E. redistributed brochures through Arkansas’ www.archildfind.org/ website.
- P.O.I.S.E. provided evidence-based practices and information based upon researched areas of student competencies sub-grouped into a similar alignment with high school redesign via the P.O.I.S.E. website, www.poisedforgraduation.com. Surveys were conducted as needed via the ADE Special Education website survey link <http://arksped.k12.ar.us/applications/Surveys/>.
- P.O.I.S.E. facilitated the partnership of model teams and the IDEA Data & Research Office in designing the 9th grade data collection process for the evaluation of Changing Outcomes through Retention Elements (C.O.R.E.).
- P.O.I.S.E. provided regional workshops on evidence-based practices for districts that triggered on graduation rate during the 2007-08 reporting cycle.
- P.O.I.S.E. continued to partner with the Alternative Education and Juvenile Detention programs, and with the new Arkansas Local Education Agency Resource Network (AR-LEARN) to provide information and training for teachers to make the most of interventions and resources to address the academic development and functional needs of children.
- P.O.I.S.E. assisted districts that triggered for drop out in the use of data for the purposes of:
 - establishing student retention data sets;
 - identifying students to refer for interventions through CIRCUIT; and
 - translating national data into state and local practice as a framework to review local data to identify academic gaps.
- P.O.I.S.E. provided cross agency training and resource sharing for professional staff development for member groups of the Arkansas Youth Development Collaborative.
- P.O.I.S.E. provided districts that refer students through CIRCUIT with training around interventions and evidence-based transition practices, to assist with programming based upon the unique needs of the students referred for services.
- P.O.I.S.E. provided parent information sessions to facilitate interventions. During the quarterly meetings, information about P.O.I.S.E. was presented along with dissemination of resource materials.
- P.O.I.S.E. staff provided direct services for students and families. CIRCUIT forwarded 25 requests to P.O.I.S.E., 15 of which were for IEP review and staff participation in IEP design related to behaviors that impact the student in the academic environment.
- P.O.I.S.E. staff participated in student-centered problem solving conferences for each referral received through CIRCUIT. District level P.O.I.S.E. Teams were formalized in referring districts to assist with additional youth that require intense team support to remain in school.
- P.O.I.S.E. staff developed teams in Little Rock, Brinkley and Hot Springs school districts designated as development sites for C.O.R.E.
- P.O.I.S.E. staff provided professional development in Check and Connect, KUDER and student-centered problem solving for two of the three C.O.R.E. pilot districts.
- P.O.I.S.E. convened a stakeholders forum that addressed the needs of youth involved in

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Alternative Education, Juvenile Justice, and Foster Care. The forum's goal was to convey the benefits of a technical assistance direct service model. The forum was held in partnership with The Clinton Library and the Hamilton Learning Academy.

- Arkansas Transition Services staff participated in the Arkansas Youth Leadership Forum. This event was sponsored by Arkansas Rehabilitation Services with information for one of the sessions presented by a transition consultant. This forum was designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session, students were provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills needed for post-secondary education and the work place.
- The website, www.highschoolmatters.com went online in 2006, and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, accessed at <http://arkansastransition.com>. Each consultant had a focus area, and one consultant served as the webmaster. The website was continually updated.
- Training was provided in districts throughout Arkansas on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC). Data obtained was used to improve transition services and is included in a comprehensive assessment training provided to teachers. Teachers were given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- The ADE-SEU and Arkansas Transition Services continued to partner with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post school outcomes. NSTTAC also worked with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team worked closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a special education teacher in implementing a Transitions Class. NSTTAC provided financial and technical assistance along with the team from the Arkansas Transition Services. Data was collected and reported to determine what tools, assessments, curricula and practices were most effective.
- Arkansas Transition Services staff provided Person-Centered Planning Training and facilitation of meetings.
- Arkansas Transition Services staff provided training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training. Each attendee received a manual that serves as a guide in developing a Transitions Class. "Creating Employment Opportunities for Youth in School Based Work Experience Programs" is a component of the Transitions Class training.
- Arkansas Transition Services staff developed a Transitions II Class Training module. This training assisted teachers in designing unique programs to enhance student growth and outcomes. Teachers were provided a workbook and received in depth training and tools on how to successfully recruit employers in their areas. The training focused on incorporating a community based program into a student's transition plan when that need is indicated.
- Arkansas Transition Services staff conducted Self-Advocacy Strategy Training. The Self-Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participating in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five

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steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:

- Item #1: Student participation in identification of postsecondary goals
- Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- Arkansas Transition Services staff conducted TAKE OFF! training (Transition Activities Keeping Effective Options First and Foremost). This training provided teachers with information on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
 - how students can assist in writing their Summary of Performance (SOP)
 - storing all agency contacts and correspondence in a portfolio
 - maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
 - activities to engage parents in the transition process

Districts had the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.

- Arkansas Transition Services staff hosted the third annual Arkansas Transition Summit on February 6-7, 2008. The summit provided existing teams and new teams an opportunity to share perspectives on student focused planning and interagency collaboration, in an effort to improve post school outcomes for youth with IEPs. Out-of-state speakers with expertise in these areas presented general sessions and breakout sessions. Arkansas teachers and agency personnel also presented successful programs in an effort to get other teachers to replicate them in their schools. Each team had four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Over 200 participants attended. Local team meetings will be encouraged so teams continue making progress on their plans.
- Arkansas Transition Services staff conducted College Bound 2008 June 18-20, 2008 at the University of Central Arkansas (UCA) in Conway, AR. Twenty-one students and 12 parents/professionals participated in team activities and heard sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. College Bound 2009 is scheduled for June 17-19, 2009 at UCA.
- Arkansas Transition Services staff implemented a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language and will be designed mainly for parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Various consultants participated on CASSP teams around the state.
- Arkansas Transition Services staff planned and conducted Transition orientation nights for parents for each education services cooperative area.
- Arkansas Transition Services staff planned and conducted Transition fairs for students and families to learn about area agencies and services they provide.

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- Arkansas Transition Services staff sponsored Transition youth conferences in Southwest Arkansas and Southeast Arkansas in February 2008 with junior and senior high special education students. Training has been developed for others to learn how to conduct such conferences throughout the state.
- Arkansas Transition Services staff submitted proposals for presentations on Transition activities at the state and national levels. Arkansas Transition Services staff were selected and provided presentations and poster sessions on various Transition topics/practices at state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), SEAS Forum, Human Development Center, and National DCDT Conference.
- Arkansas Transition Services staff attended the Secondary Transition State Planning Institute. Members of Arkansas Transition Services attended this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Each Transition Consultant provided a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.
- Arkansas Transition Services staff held College Camp at the University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp provided a real-life picture of life on a college campus. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.
- The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) and the Arkansas Department of Education and will be able to respond to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

Two of the proposed activities addressing graduation included in the February 2008 SPP were delayed due to outside circumstances. These activities included:

- the P.O.I.S.E. Youth Development Summit 2008, which is being rescheduled to be held in partnership with Arkansas Greater Graduation
- the professional development opportunity through AR-LEARN for behavioral interventions for Secondary students, which is being rescheduled for the 2008-09 school year

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

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 9 of the SPP.

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Monitoring Priority: FAPE in the LRE

Indicator 02: Drop Out 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%	3.37%			
FFY 2007 (2007-2008)	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 2007-08: In 2007-08, 3.37% of youth with IEPs age 14-21 dropped out of school.				Number of dropouts = 717 Number of Students Age 14-21 = 21,278 $(717/21,278)*100 = 3.37$			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

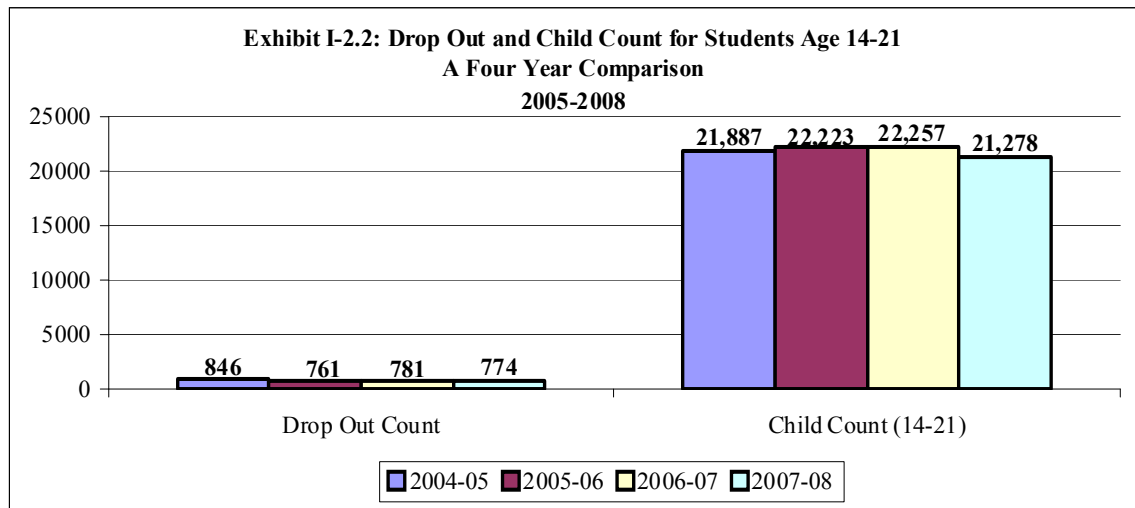
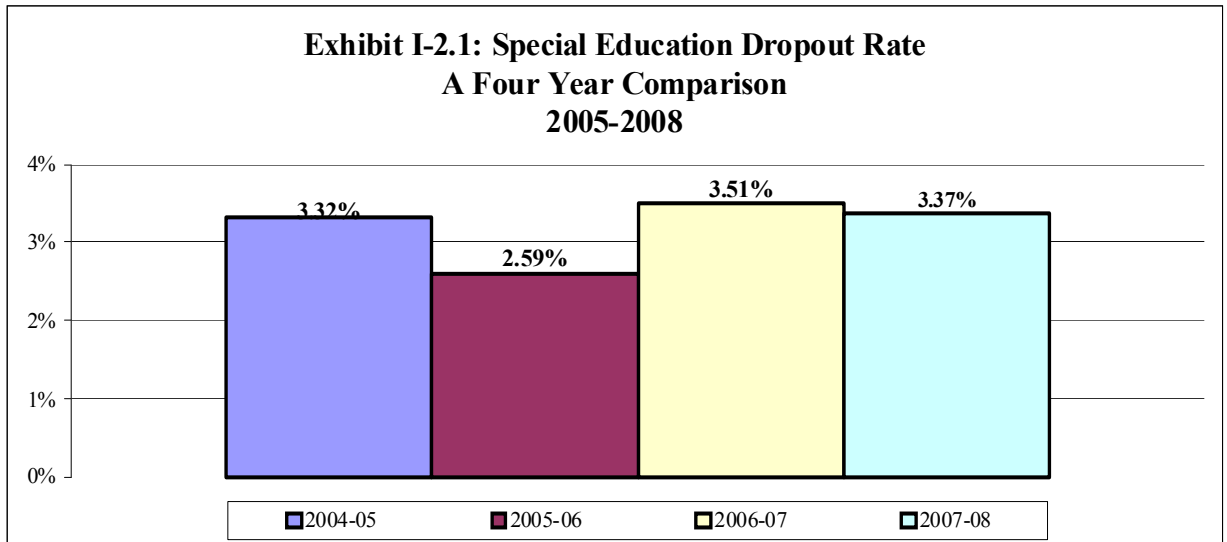
In 2007-08, the drop out rate for students receiving special education decreased 0.14 percentage points representing an improvement from 2006-07. Although the percentage of youth with IEPs age 14-21 dropping out of school has increased 1.5% since the 2004-05 school year, the actual number of students with disabilities dropping out of school declined 9.8%. Statewide the number of all students grades 9-12 dropping out of school declined 6.95% for the same period. See Exhibit I-2.1 and I-2.2 for a comparison of special education dropout rates.

Additionally, across the State, the number of students dropping out of school to pursue a GED is increasing. In the 2007-08 school year, 1,500 students (non-disabled and disabled) dropped out of high school to enroll in a GED program. Ninety of the 1500 students were students with disabilities (SWD).

The Monitoring/Program Effectiveness (M/PE) Section of the Special Education Unit reviews districts' dropout data via the Monitoring Profiles to ascertain the district's status with regard to dropout. Each district that triggers on the Monitoring Profiles is required to include an action plan in

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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

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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 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 began to provide interventions for the first cohorts of ninth graders, failing in the first semester of the school year, during the 2007-08 school year. Three districts participated in the pilot year of the C.O.R.E. project. 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.

A range of activities designed to impact drop out were conducted.

- P.O.I.S.E. launched the new “poised for graduation” website at www.poisedforgraduation.com
- P.O.I.S.E. launched the third awareness campaign through the P.O.I.S.E. website at www.poisedforgraduation.com providing a school districts, state level stakeholders, parents and youth access to assistance with effective resources and strategies for a successful academic school experience.
- P.O.I.S.E. redistributed brochures through Arkansas’ www.archildfind.org/ website.
- P.O.I.S.E. provided evidence-based practices and information based upon researched areas of student competencies sub-grouped into a similar alignment with high school redesign via the P.O.I.S.E. website, www.poisedforgraduation.com. Surveys were conducted as needed via the ADE Special Education website survey link <http://arksped.k12.ar.us/applications/Surveys/>.
- P.O.I.S.E. facilitated the partnership of model teams and the IDEA Data & Research Office in designing the 9th grade data collection process for the evaluation of Changing Outcomes through Retention Elements (C.O.R.E.).
- P.O.I.S.E. provided regional workshops on evidence-based practices for districts that triggered on graduation rate during the 2007-08 reporting cycle.
- P.O.I.S.E. continued to partner with the Alternative Education and Juvenile Detention programs, and with the new Arkansas Local Education Agency Resource Network (AR-LEARN) to provide information and training for teachers to make the most of interventions and resources to address the academic development and functional needs of children.
- P.O.I.S.E. assisted districts that triggered for drop out in the use of data for the purposes of:
 - establishing student retention data sets;
 - identifying students to refer for interventions through CIRCUIT; and
 - translating national data into state and local practice as a framework to review local data to identify academic gaps.
- P.O.I.S.E. provided cross agency training and resource sharing for professional staff development for member groups of the Arkansas Youth Development Collaborative.
- P.O.I.S.E. provided districts that refer students through CIRCUIT with training around

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interventions and evidence-based transition practices, to assist with programming based upon the unique needs of the students referred for services.

- P.O.I.S.E. provided parent information sessions to facilitate interventions. During the quarterly meetings, information about P.O.I.S.E. was presented along with dissemination of resource materials.
- P.O.I.S.E. staff provided direct services for students and families. CIRCUIT forwarded 25 requests to P.O.I.S.E., 15 of which were for IEP review and staff participation in IEP design related to behaviors that impact the student in the academic environment.
- P.O.I.S.E. staff participated in student-centered problem solving conferences for each referral received through CIRCUIT. District level P.O.I.S.E. Teams were formalized in referring districts to assist with additional youth that require intense team support to remain in school.
- P.O.I.S.E. staff developed teams in Little Rock, Brinkley and Hot Springs school districts designated as development sites for C.O.R.E.
- P.O.I.S.E. staff provided professional development in Check and Connect, KUDER and student-centered problem solving for two of the three C.O.R.E. pilot districts.
- P.O.I.S.E. convened a stakeholders forum that addressed the needs of youth involved in Alternative Education, Juvenile Justice, and Foster Care. The forum's goal was to convey the benefits of a technical assistance direct service model. The forum was held in partnership with The Clinton Library and the Hamilton Learning Academy.
- Arkansas Transition Services staff participated in the Arkansas Youth Leadership Forum. This event was sponsored by Arkansas Rehabilitation Services with information for one of the sessions presented by a transition consultant. This forum was designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session, students were provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills needed for post-secondary education and the work place.
- The website, www.highschoolmatters.com went online in 2006, and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, accessed at <http://arkansastransition.com>. Each consultant had a focus area, and one consultant served as the webmaster. The website was continually updated.
- Training was provided in districts throughout Arkansas on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC). Data obtained was used to improve transition services and is included in a comprehensive assessment training provided to teachers. Teachers were given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- The ADE-SEU and Arkansas Transition Services continued to partner with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post school outcomes. NSTTAC also worked with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team worked closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a special education teacher in implementing a Transitions Class. NSTTAC provided financial and technical assistance along with the team from the Arkansas Transition Services. Data was collected and reported to determine what tools, assessments, curricula and practices were most effective.

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- Arkansas Transition Services staff provided Person-Centered Planning Training and facilitation of meetings.
- Arkansas Transition Services staff provided training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training. Each attendee received a manual that serves as a guide in developing a Transitions Class. "Creating Employment Opportunities for Youth in School Based Work Experience Programs" is a component of the Transitions Class training.
- Arkansas Transition Services staff developed a Transitions II Class Training module. This training assisted teachers in designing unique programs to enhance student growth and outcomes. Teachers were provided a workbook and received in depth training and tools on how to successfully recruit employers in their areas. The training focused on incorporating a community based program into a student's transition plan when that need is indicated.
- Arkansas Transition Services staff conducted Self-Advocacy Strategy Training. The Self-Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participating in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:
 - Item #1: Student participation in identification of postsecondary goals
 - Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- Arkansas Transition Services staff conducted TAKE OFF! training (Transition Activities Keeping Effective Options First and Foremost). This training provided teachers with information on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
 - how students can assist in writing their Summary of Performance (SOP)
 - storing all agency contacts and correspondence in a portfolio
 - maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
 - activities to engage parents in the transition processDistricts had the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.
- Arkansas Transition Services staff hosted the third annual Arkansas Transition Summit on February 6-7, 2008. The summit provided existing teams and new teams an opportunity to share perspectives on student focused planning and interagency collaboration, in an effort to improve post school outcomes for youth with IEPs. Out-of-state speakers with expertise in these areas presented general sessions and breakout sessions. Arkansas teachers and agency personnel also presented successful programs in an effort to get other teachers to replicate them in their schools. Each team had four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Over 200 participants attended. Local team meetings will be encouraged so teams continue making progress on their

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plans.

- Arkansas Transition Services staff conducted College Bound 2008 June 18-20, 2008 at the University of Central Arkansas (UCA) in Conway, AR. Twenty-one students and 12 parents/professionals participated in team activities and heard sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. College Bound 2009 is scheduled for June 17-19, 2009 at UCA.
- Arkansas Transition Services staff implemented a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language and will be designed mainly for parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Various consultants participated on CASSP teams around the state.
- Arkansas Transition Services staff planned and conducted Transition orientation nights for parents for each education services cooperative area.
- Arkansas Transition Services staff planned and conducted Transition fairs for students and families to learn about area agencies and services they provide.
- Arkansas Transition Services staff sponsored Transition youth conferences in Southwest Arkansas and Southeast Arkansas in February 2008 with junior and senior high special education students. Training has been developed for others to learn how to conduct such conferences throughout the state.
- Arkansas Transition Services staff submitted proposals for presentations on Transition activities at the state and national levels. Arkansas Transition Services staff were selected and provided presentations and poster sessions on various Transition topics/practices at state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), SEAS Forum, Human Development Center, and National DCDT Conference.
- Arkansas Transition Services staff attended the Secondary Transition State Planning Institute. Members of Arkansas Transition Services attended this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Each Transition Consultant provided a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.
- Arkansas Transition Services staff held College Camp at the University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp provided a real-life picture of life on a college campus. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.
- The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special

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

Two of the proposed activities addressing graduation included in the February 2008 SPP were delayed due to outside circumstances. These activities included:

- the P.O.I.S.E. Youth Development Summit 2008, which is being rescheduled to be held in partnership with Arkansas Greater Graduation
- the professional development opportunity through AR-LEARN for behavioral interventions for Secondary students, which is being rescheduled for the 2008-09 school year.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

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 18 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 Proficiency Percent = $(b + c + d + e)$ divided by a

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. Lit: 95% Math: 95% C. Lit: 25.99% Math: 31.58%	A. Lit: 29.55% Math: 48.65% B. Lit: 95% Math: 95% C. Lit: 32.40% Math: 38.10%	A. Lit: 38.64% Math: 52.70% B. Lit: 95% Math: 95% C. Lit: 38.81% Math: 44.62%	A. Lit: 45.45% Math: 56.76% B. Lit: 95% Math: 95% 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: 24.00% Math: 41.18% B. Lit: 99.02% Math: 98.61% C. Lit: 19.95% Math: 30.86%	A. Lit: Math: B. Lit: Math: C. Lit: Math:	A. Lit: Math: B. Lit: Math: C. Lit: Math:	A. Lit: Math: B. Lit: Math: C. Lit: Math:

FFY 2007 (2007-2008) A. AYP
Literacy: The percent of districts meeting AYP objectives will be 22.73%.
Mathematics: The percent of districts meeting AYP objectives will be 44.59%.

B. Participation
Literacy: The participation target is 95% as in accordance with NCLB.
Mathematics: The participation target is 95% as in accordance with NCLB.

C. Performance Proficiency
Literacy: The anticipated State average percentage point gain for literacy for all students is 6.41; therefore, the target for students with disabilities for 2007-08 is 25.99%.
Mathematics: The anticipated State average percentage point gain for mathematics for all students is 6.52; therefore, the target for students with disabilities for 2007-08 is 31.58%.

Actual Target Data for 2007-08:

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 24.00% and for mathematics is 41.18%.

Literacy: The percent of districts meeting AYP objectives in 2007-08 was 24.00%

Grade Level	# of districts with AYP subgroups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	11	3	27.27%
6-8	10	2	20.00%
9-12	4	1	25.00%
All Grades	25	6	24.00%

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Mathematics: The percent of districts meeting AYP objectives 2007-08 was 41.18%

Grade Level	# of districts with AYP sub groups	# of districts meeting the State's AYP objectives	Percent of Districts Meeting AYP Objectives
K-5	11	4	36.36%
6-8	11	5	45.45%
9-12	12	5	41.67%
All Grades	34	14	41.18%

Participation

Participation Rate for Literacy

- 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).

In 2007-08, 99.02% of all children with IEPs in grades assessed participated in the statewide assessment.

Participation Rate for Mathematics

- 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).

In 2007-08, 98.61% of all children with IEPs in grades assessed participated in the statewide assessment.

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

Literacy

- a. 29,973
- b. 9,259 or 30.89%
- c. 17,192 or 57.36%
- d. Not Applicable
- e. 3,227 or 10.77%

$(9,259 + 17,192 + 3,227)$
 $= 29,678$
 $29,678/29,973 = 99.02\%$

Children with IEPs not assessed: 295 or 0.98%

Mathematics

- a. 33,213
- b. 10,141 or 30.53%
- c. 17,749 or 53.44%
- d. Not Applicable
- e. 4,862 or 14.63%

$(10,141 + 17,749 + 4,862) = 32,752$
 $32,752/33,213 = 98.61\%$

Children with IEPs not assessed: 461 or 1.39%

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<p>Performance Proficiency</p> <p>Proficiency Rate for Literacy</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 = 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): <p>Account for any children included in a but not in b, c, d, or e above Overall Percent = $[(b + c + d + e)/(a)]$</p> <p>In 2007-08, 19.95% 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 = 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): <p>Account for any children included in a but not in b, c, d, or e above Overall Percent = $[(b + c + d + e)/(a)]$</p> <p>In 2007-08, 30.86% of children with IEPs in grades assessed participating in the mathematics assessment were proficient.</p>	<p>Literacy</p> <ul style="list-style-type: none"> a. 29,973 b. 2,662 or 8.88% c. 1,353 or 4.51% d. Not Applicable e. 1,966 or 6.56% <p>$(2,662 + 1,353 + 1,966)/29,973 = \mathbf{19.95\%}$</p> <p>Children with IEPs not proficient: 23,992 or 80.05%</p> <p>Mathematics</p> <ul style="list-style-type: none"> a. 33,213 b. 3,814 or 11.48% c. 3,513 or 10.58% d. Not Applicable e. 2,922 or 8.80 <p>$(3,814 + 3,513 + 2,922)/33,213 = \mathbf{30.86\%}$</p> <p>Children with IEPs not proficient: 23,992 or 69.14%</p>
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

AYP

Literacy

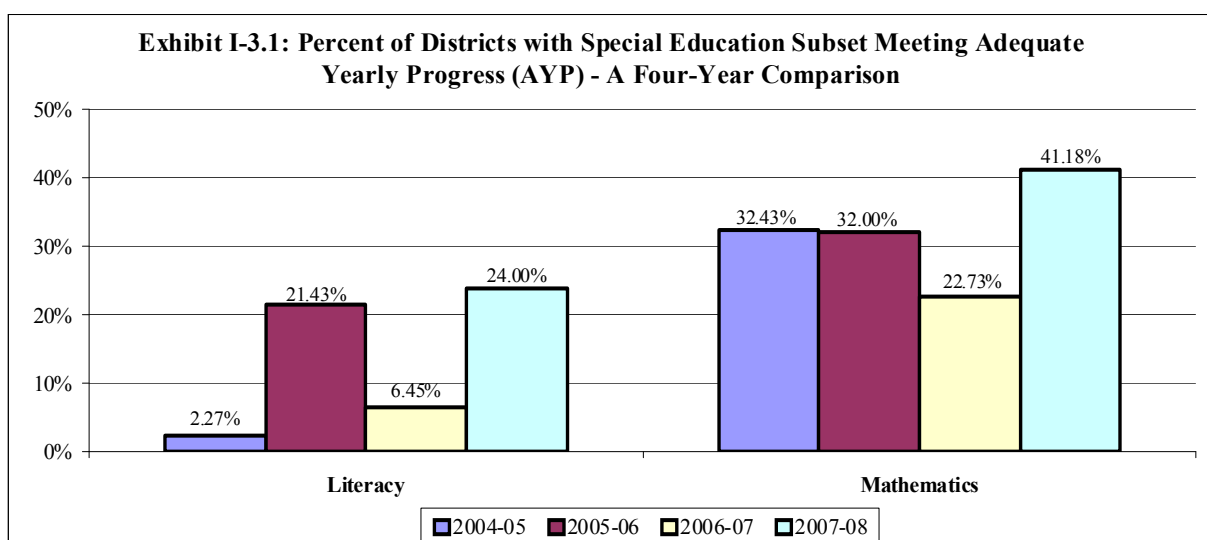
The target for percent of districts with special education subsets meeting AYP literacy objectives was 22.73% and the actual target data was 24.00%. Arkansas exceeded the target by 1.27 percentage points.

The actual AYP data reflects a 272.09% increase from FFY2006 and an 11.99% increase from FFY2005.

In 2007-08, there were six fewer districts having AYP subgroups for literacy and an increase of four districts meeting AYP objectives. The greatest gains were made in K-5 with a 20.60 percentage point increase and grades 6-8 with a 20.00 percentage point increase. While the same number of districts reaching AYP objectives remained the same for grades 9-12, the percentage rate declined by 50% since more districts had grades 9-12 subgroups.

Mathematics

The percent of districts meeting AYP objectives for mathematics failed to reach the proposed target of 44.59%. The actual target data for AYP in mathematics was 41.18% which missed the target by 3.41 percentage points. The percent of districts reaching AYP objectives increased 81.17% from 2006-07. While the number of districts having subgroups dropped by 10, the number reaching AYP objectives increased by four. Gains were made in the 6-8 and 9-12 grade levels while the K-5 remained steady. Additionally for the first time, through the AYP appeals process, districts were allowed to use the flexibility provided by the new USDE guidelines to include the scores of students with a previous IEP who had exited the special education program within the last two years. This allowance assisted some districts to move from the determination of school improvement to meeting AYP objectives or at least to obtain Safe Harbor status. Exhibit I-3.1 illustrates the four-year actual AYP data for literacy and mathematics.



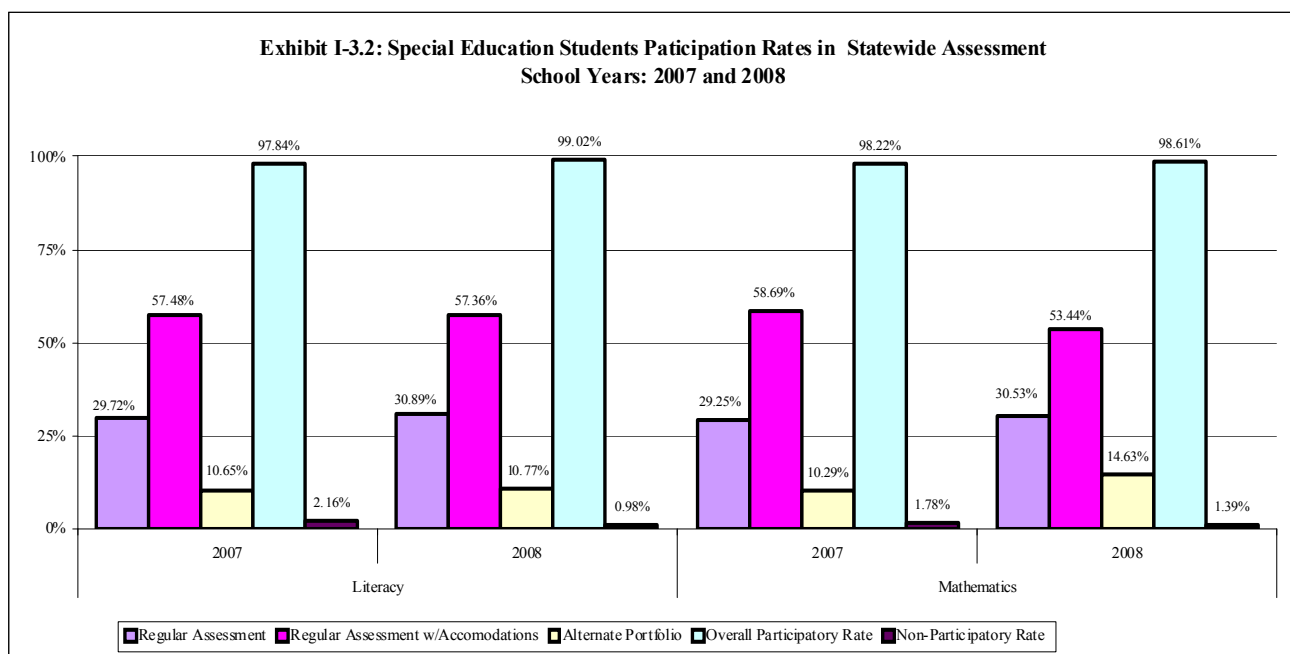
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Also for the first time, the 2,188 9th grade math portfolios for students with disabilities were included in the AYP count. These additional students in the count created a unique increase in the number of participants, thus affecting the calculation of proficiency.

Participation

Literacy

The participation target is 95%; the 2007-08 participation rate increased to 99.02% from 97.84% in 2006-07 (Exhibit I-3.2). Increased participation was seen in the percentage 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. Intensive training continues to be given to special education teachers and administrators on the selection, use, and evaluation of accommodations for the benchmark exam. This training addresses how the possible misuse/overuse of accommodations could affect performance outcomes. Since initiating the intensive training it was noted that the number of students who took the test without accommodations increased following the training.



Mathematics

The participation target is 95%; the 2007-08 participation rate increased to 98.61% from 98.22% in 2006-07(Exhibit I-3.2). Increased participation was seen in the percentage of children with IEPs participating in the regular assessment without accommodations and alternate portfolio. The increase in the participation rate for students with disabilities in the alternate assessment is in part due to the fact that 2,188 9th grade math portfolios were included in the AYP calculation for the first time this year. There was a decline in the percentage of children with IEPs participating in the regular assessment with accommodations and in the non-participatory rate. Intensive training continues to be given to special education teachers and administrators on the selection, use, and evaluation of

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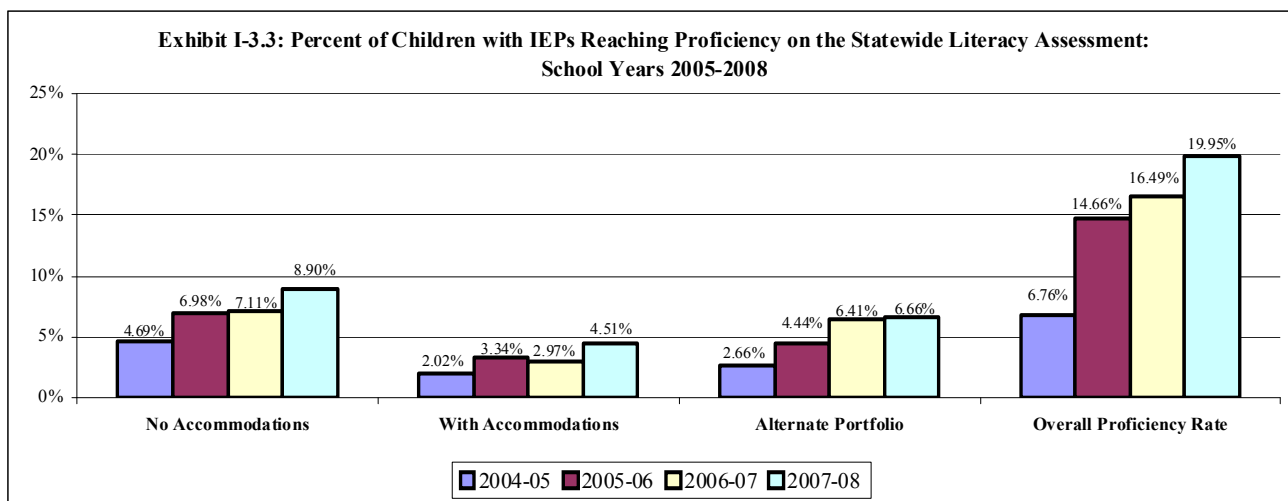
accommodations for the benchmark exam. This training addresses how the possible misuse/overuse of accommodations could affect performance outcomes. Since initiating the intensive training it was noted that the number of students who took the test without accommodations increased following the training.

Performance Proficiency

The proficiency rate for children with disabilities increased both in literacy and mathematics for 2007-08. The increases in the proficiency scores illustrate a continual improvement, but these increases were not sufficient to meet the targets set in the SPP. It is very challenging for the State to show sharp gains in student performance within short periods of time. This performance score is a composite of all student scores across all the assessed grades, representing each instructional level and thousands of teachers statewide. A steady increase in the overall proficiency rate does represent a major effort on the part of teachers and local school officials to make a positive impact on the achievement of children with disabilities.

Literacy

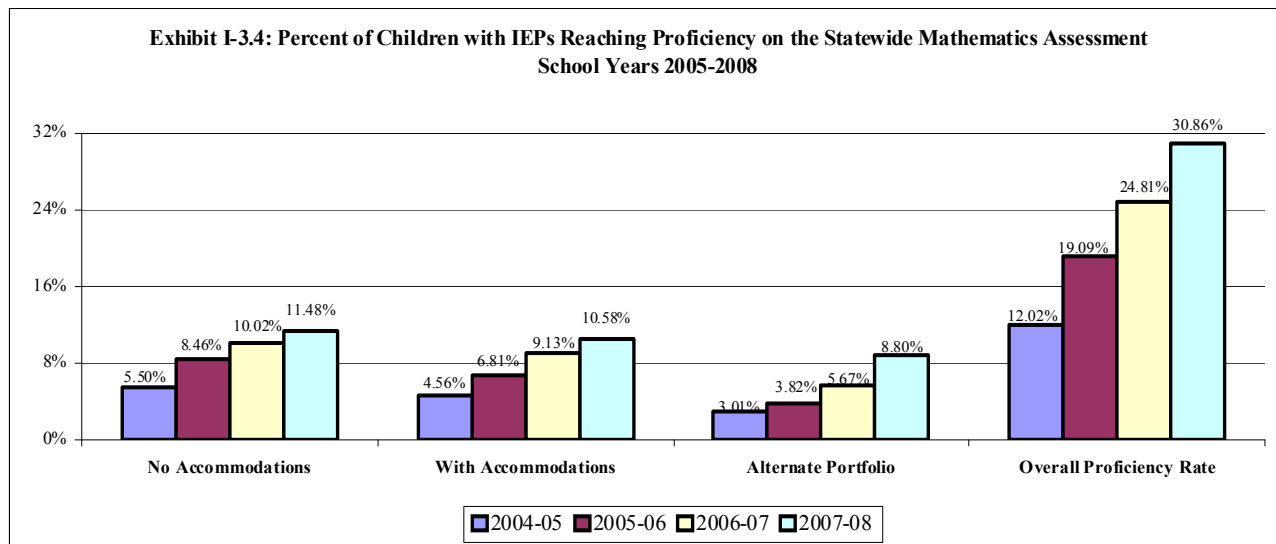
The percent point gain in literacy for all students under Arkansas’ NCLB plan is 6.41; therefore, the target for 2007-08 for students with disabilities is 25.99%. The overall literacy proficiency rate reached 19.95%, a 20.98% increase from the previous year. Although the increase is substantial it is still slightly below the State’s target for literacy. Exhibit I-3.3 displays a four-year comparison of literacy proficiency.



Mathematics

Arkansas’ NCLB plan outlines a 6.52 percentage point gain for all students in mathematics; therefore, the target for 2007-08 for students with disabilities is 31.58%. The mathematics proficiency rate reached 30.86%, an increase of 24.39%. Even with such a substantial increase, the rate is still 0.72 percentage points below the target. Exhibit I-3.4 displays a four-year comparison of mathematics proficiency.

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For the first time Arkansas is including high school math in both participation and proficiency in the State's calculation for Adequate Yearly Progress. The inclusion of three math courses (9th grade math portfolio, algebra, and geometry) in the reporting has contributed to the continual growth in the proficiency rate.

Activities completed in 2007-08 include:

A statewide video conference was broadcast to all of the Educational Service Cooperatives and other agencies equipped to receive the signal from the ADE studio in September 2007. This broadcast was presented by Charlotte Marvel of the Assessment and Curriculum Unit and Tom Hicks of the Special Education Unit. This 3 hour broadcast gave specific information on assessment processes for both the benchmark and the alternate portfolio. Interactive time was allowed for questions at the conclusion of the session.

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

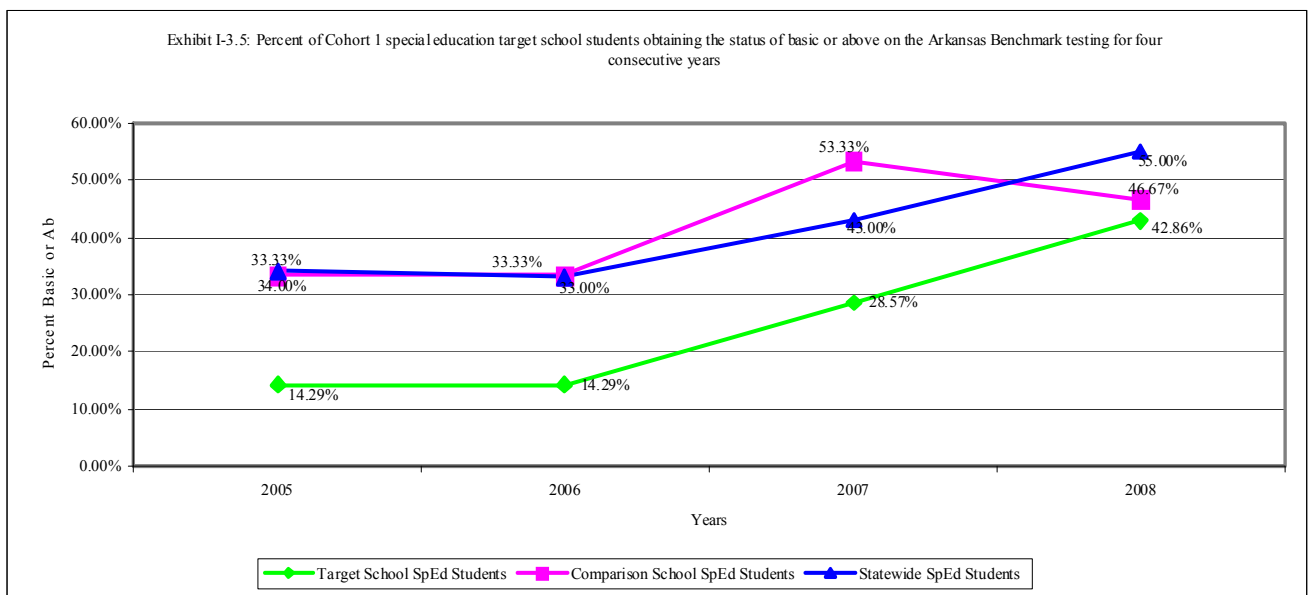
Professional development specifically designed to support the Arkansas Reading First Model is provided for teachers in grades K-3 in qualifying schools; however, K-12 special education teachers statewide are also targeted to participate in this high quality research-based professional development. This additional staff preparation provides participating special education teachers an added degree of expertise in the teaching of reading and literacy.

Other statewide activities that continue to positively impact literacy outcomes for students with disabilities are the sustained efforts of the Arkansas State Improvement Grant (SIG). In order to assess

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the impact of the SIG/SPDG interventions on participants, longitudinal data for students who were in the third grade at the start of the program in Year 2 (2004-05) and remained in the school were gathered and analyzed. The state’s Literacy Benchmark data provided an acceptable mechanism for obtaining the needed data. For SIG/SPDG years 2005 through 2008, seven students in the target schools and 15 in the comparison schools remained in the program for the four-year period.

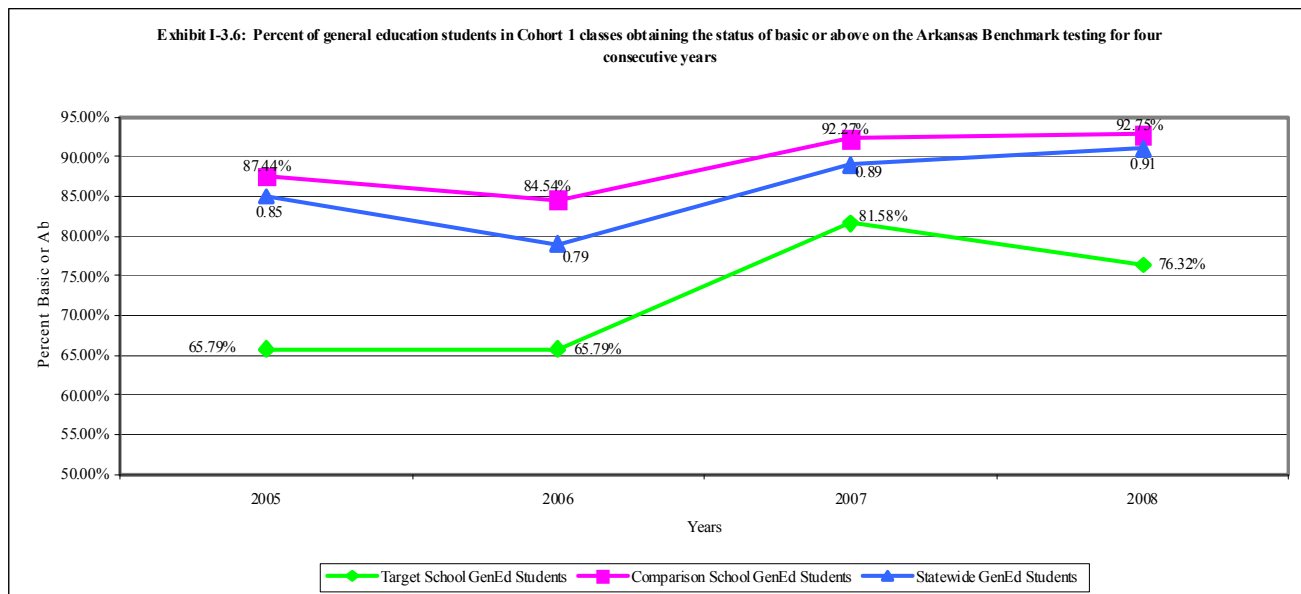
Exhibit I-3.5 demonstrates that these target students who were in special education in the third grade during 2005, and continued with the program for four years, made gains when contrasted with their comparison school peers. The target students came very close to closing the performance gap observed in 2005. While the sample is small, these results are encouraging.



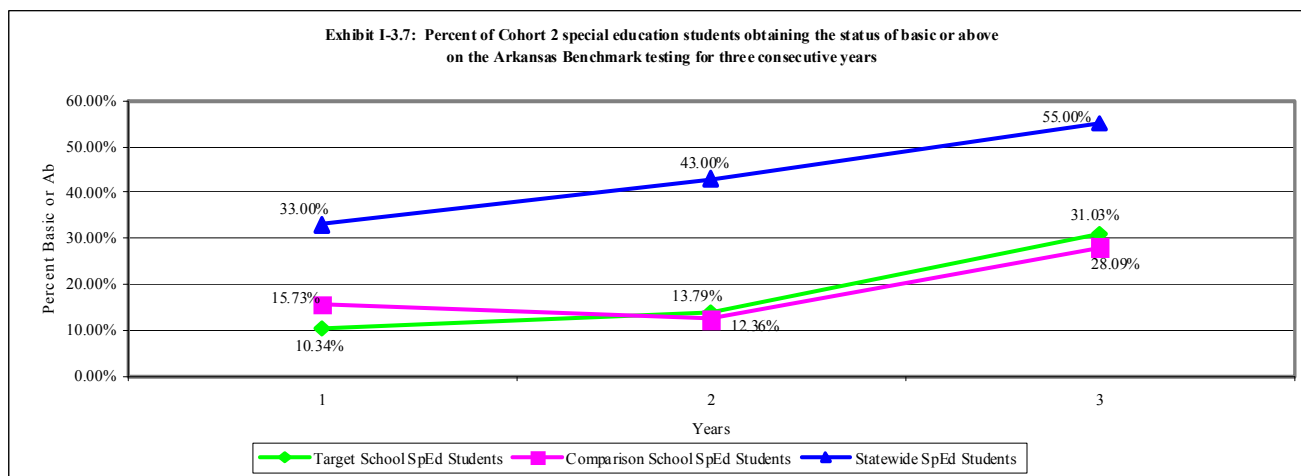
For the program years 2005 through 2008, 38 general education students in the target schools and 207 general education students in the comparison schools remained in the schools for the four-year period.

Exhibit I-3.6 demonstrates that these general education target school students who were third grade students in 2005 and continued for four years made some gains against their comparison school peers. Over the four-year period, the target school students closed the performance gap by about five percentage points even while general education students continued to make gains.

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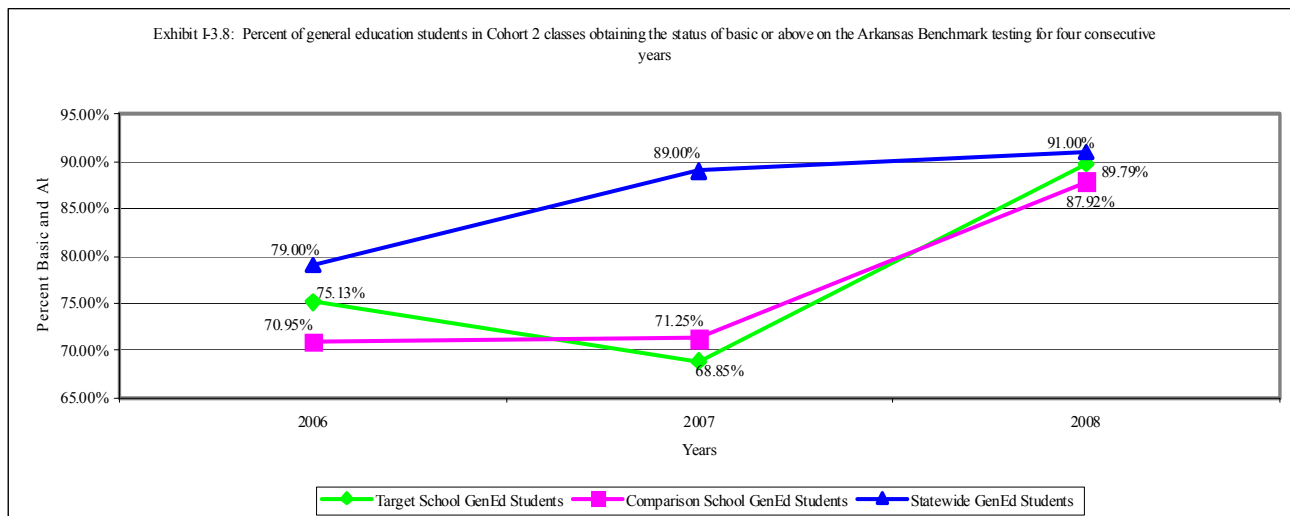


A similar analysis was done for Cohort 2 special education students who began the program in 2005-2006 (Exhibit I-3.7). Again, the target school special education students who remained in the intervention for three years (N=29), contrasted with the comparison schools special education students (N=89), showed additional gains. The target school special education students started six percentage points below the comparison school students and ended the third year of intervention three points above the comparison school special education students.

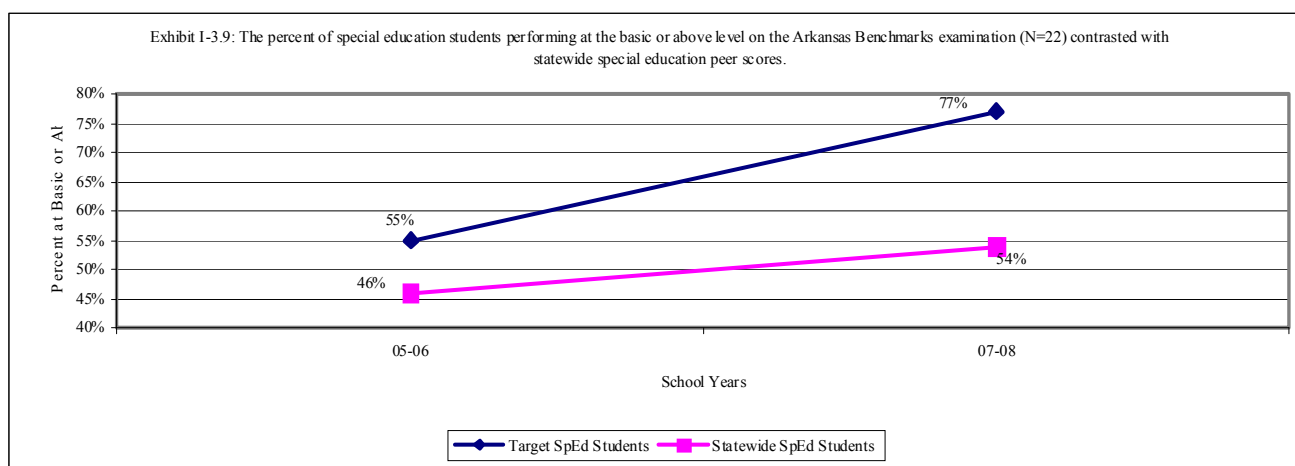


For the program years 2006-2008 (Years 3-5), 382 students in the target schools and 654 in the comparison schools remained in the schools for the three-year period. Exhibit I-3.8 shows that the general education target and comparison school students who were third grade students in 2006 and continued for three years of intervention exhibited gains against their statewide peers. However, over the three-year period, students from the target and comparison schools showed similar performance characteristics on the Arkansas Benchmark Examination.

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The Arkansas SIG staff worked directly on individual student interventions for 102 students in 11 schools beginning in 2005-06. Interventions continued through 2007-08 for this group. Twenty-eight students were followed through the three years using the Benchmarks examination results. During 2005-06, 15 of the students were in the third grade, and 13 were in the fourth grade. Of the 28 students, 22 had IEPs, and the remaining six were struggling students without IEPs. A review of the six struggling students’ progress showed no movement between performance categories over the three years. Hence, they were removed from the analysis. The changes observed for the 22 students in special education were then compared against statewide special education student results as shown in Exhibit I-3.9.



Results show consistent improvement for the 22 students for whom the SIG staff provided individual assistance on the interventions involved. Almost 80 percent performed at the basic or higher level after the three-year period. This indicates that the SIG staff, in consultation with local staff, produced continual literacy gains for individual special education students, as measured by the Arkansas Benchmarks examination.

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SIG staff consultation with special education teachers on individual students provided the strongest rationale for positive gains by students. There is also evidence that SIG efforts had positive impact on the combined school population, and it would stand to reason that as SIG consultants worked with school-based special education teachers/consultants and general education staff on (a) assessment, (b) data based problem solving, (c) providing quality instruction and targeted interventions, and (d) co-teaching, all students would benefit. Since this is a more systemic change, additional time would be needed to obtain broader based effect, but limited preliminary results appear positive.

Through the SEU partnership with the ADE K-12 Literacy Unit, the SIG continued to expand its focus on adolescent literacy in 2007-2008, by providing professional development and follow up to secondary educators (general and special education) in the Strategic Instruction Model (SIM).

Overall, the goals for year two were achieved due to successful professional development, a significant increase in teachers participating in the project, administrative support for the initiative, positive teacher and student perceptions of the use of the methodologies, and the identification of a willing group of potential SIM professional developers.

Ten Apprentice SIM Professional Developers completed the Arkansas SIM Potential Professional Developer Institute in June 2008, and will complete the requirements for SIM Professional Developer certification during the 2008-2009 school year. This will enable Arkansas to vastly increase its capacity to offer SIM research based instructional strategies to secondary educators, positively impacting their ability to provide high quality research based instruction in the general education classroom to students with and without disabilities.

Since the ultimate purpose of the initiative is to demonstrate that students are benefiting from the use of the SIM methodologies, an additional year two goal for 2007-2008 was to demonstrate an impact on the achievement of students exposed to them. Almost 500 students were purposefully included in the data collection, but teachers exposed many more students to the methodologies in practice. The students who reported data ranged from those who were achieving below expected level to those who are advanced in their academic performance. Regardless of the level of achievement, students across performance levels were supportive of the methodologies as learning tools.

In total, 480 students' data were reported for this initiative for 2007-2008, the first year Benchmark Data was collected and used for this purpose. The achievement levels of the sample of students were reported by the schools. The mean standard scores for the benchmarks are reported along with the standard deviations. The benchmark performance levels are: (1) Below Basic; (2) Basic; (3) Proficient; and (4) Advanced. For these performance levels, the median scores are reported along with the standard deviations in Exhibit I-3.10.

Group	Math Benchmark		Math Benchmark Level		Literacy Benchmark		Literacy Benchmark Level	
	Mean SS	SD	Median	SD	Mean SS	SD	Median	SD
CER	878.32	198.80	4.34	1.22	940.49	193.90	4.22	1.15
LS	662.75	29.34	4.16	.76	790.83	52.16	3.66	.28

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The sample of students receiving instruction in the general education classroom in Content Enhancement Routines (CER) was made up of much higher achievers for both math and literacy than was the sample of students receiving Learning Strategy instruction in an intervention classroom. However, sample size for the CER group (460) was also much greater than the LS group (20), so conclusions cannot be drawn about whether the difference between student achievement levels is statistically significant. The students chosen for learning strategies instruction are struggling learners and their overall achievement is lower than the overall population of students, represented by the CER sample.

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 relative 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 successfully access the general education curriculum. After two years of collaboration, a series of three statewide presentations were conducted to support districts in their efforts related to closing the achievement gap. The larger CTAG committee structure was collapsed at the end of 2007-08 into a broader entity, the Arkansas Mid-Continent Comprehensive Center (MC3) Coordinating Council. MC3 works in partnership with the states of Arkansas, Oklahoma, Kansas and Missouri. The continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations.

Training modules were developed through the SIG for parents of children with disabilities. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the areas of literacy and positive behavioral practices. SIG staff conducted trainings on these modules for potential parent trainers in 2007-2008, certifying 11 Arkansas parents to train other parents in the “Partners in Literacy” and “Stop and Think Parenting, A Guide to Children’s Behavior” training modules. SIG parent trainers conducted a total of five trainings for other parents of students with disabilities in 2007-2008.

The web-based Literacy Intervention Modules addressing the five essential elements of literacy developed for special education teachers statewide continued to be implemented.

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

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development credit will be awarded by the Dawson ESC for any training attended.

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 30 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. 1416(a)(3)(A); 1412(a)(22))

Measurement:

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

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%	A. 11.76%			
FFY 2007 (2007-2008)	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 2007-08:							
A. In 2007-08, 563 children with disabilities had out of school suspensions greater than 10 days or were expelled. Through the State’s monitoring system, 30 of 255 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 11.76%.					A. (30/255)*100 = 11.76%		

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B. States are not required to report on Indicator 4-B for 2007-08

B. Not Applicable

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during 2007-08:

In 2007-08, the unduplicated count of students suspended or expelled for greater than 10 days dropped from 654 to 563, a reduction of 81 SWD. However, the monitoring suspension/expulsion trigger identified 30 or 11.76% of districts as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities. The State failed to meet the target by 4.65 percentage points. This is a significant slippage and a root cause analysis has been conducted to identify underlying issues at this time.

One area that could be influencing the increased disciplinary actions of expulsion and out of school suspension greater than 10 days is the reduction of funds available to support school based mental health initiatives. The ADE continues to work with the School-Based Mental Health (SBMH) Network; however, due to funding constraints, grants have been reduced and no new districts have been added to the network. Districts with SBMH services report a direct correlation between the provision of SBMH services and reduction in the number and type of discipline referrals.

As reported last year, discipline data collection changed from receiving aggregate data from APSCN that matched Table 5 to receiving student level data, and the identification of a data collection error in the State's data system resulted in a significant increase in the number of students identified as having more than 10 days of OSS or expulsion. As a consequence, districts must learn to analyze their data for errors to insure validity and reliability. The IDEA Data & Research Office has developed a set of data review documents to assist districts in this analysis.

Another possible reason for the increase in the number of districts identified as having a significant discrepancy is the current identification criteria. The criterion is the same as used for the monitoring triggers. The percentage point difference of students with disabilities and all students in the district is based on a three year trend established in 2002-03. Data at that time was received by the SEU in an aggregate format to meet federal reporting. As the SEU moves forward with using student unit data for analysis rather than aggregate data, the criteria used to identify districts for this indicator and/or monitoring may need to be revisited.

Historically, the number of districts 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 had remained relatively unchanged until 2007-08. Further, districts rarely triggered multiple years in a row. However, the 2007-08 analysis, based on possible data anomalies noted above resulting from the State's shift from aggregate to student level data and an error in the State data collection system, found ten (10) districts triggering in this area for a second consecutive year.

Each identified district conducts a self assessment of policy, procedures, and practices in preparation of submitting the required action plan in the district's Arkansas Comprehensive School Improvement Plan (ACSIP). Beyond any self assessment findings related to policy, procedures and practices, districts must address localized concerns about suspension/expulsion in the district's ACSIP. The M/PE Section

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staff works with the identified districts to develop their ACSIP, to assist in root cause analysis relative to the discipline data at the building and classroom level. The M/PE Section then reviews and approves all final ACSIP plans to ensure compliance with State discipline policy, procedures and practices. Any district initially submitting an ACSIP that does not meet discipline policy, procedures, and practices requirements must revise its ACSIP accordingly before receiving approval.

Districts whose data identified them as having a significant discrepancy in 2006-07 were officially notified in February 2008 through their monitoring profiles. The review of affected districts' policy, procedures and practices did not identify noncompliance as the root cause for significant differences in discipline. However, the affected districts still were required to address the high level of suspensions and expulsions through their ACSIP planning process. A review of the ACSIP plans revealed utilization of positive behavior supports including problem solving teams at the building level. With notification having occurred in February 2008, districts did not have sufficient time for their action plans to influence outcomes for the 2007-08 school year. This may have created the increase in the number of districts triggering in this area for a second consecutive year.

State Improvement Grant

SIG Goal 2 focused on implementing positive behavioral support systems (PBSS) in schools and districts across Arkansas, as well as piloting school-based mental health partnerships between select school and community mental health center grantees over a four year period.

In order to most accurately evaluate the longitudinal impact of PBSS activities, a subset of schools was selected for analysis from the total pool of PBSS intervention schools. School selection was based on three criteria: (1) at least two years of PBSS implementation (Cohort 1 schools); (2) at least three years of office discipline referral (ODR) data available for the three years prior to PBSS implementation; and (3) a high rating relative to implementation integrity. Based on these criteria, the data from six schools were analyzed: Beryl Henry, Castleberry, Goodwin, Northwest, Wilson, and Yokum elementary schools. Comparison schools from Arkansas were identified for each PBSS intervention school based on a match across a number of demographic variables. Because demographic matches are never perfect, three PBSS schools had two comparison schools, one PBSS school had three comparison schools, and two PBSS schools had four comparison schools. All six of the PBSS intervention schools received ongoing training, consultation, and technical assistance in PBSS strategies and approaches over a three year period of time. In contrast and to our knowledge, during this three year time period, the comparison schools were not implementing any targeted or specialized school-wide improvement process nor receiving outside consultation or technical assistance targeting academic and /or behavioral goals or objectives. Thus, the comprehensive, multifaceted implementation of PBSS activities was a systemic difference between the intervention and comparison schools. Although not sufficient to demonstrate causal impact, this systemic difference does support correlational conclusions about the differences in behavioral and academic outcomes in the PBSS intervention schools and their respective comparison schools.

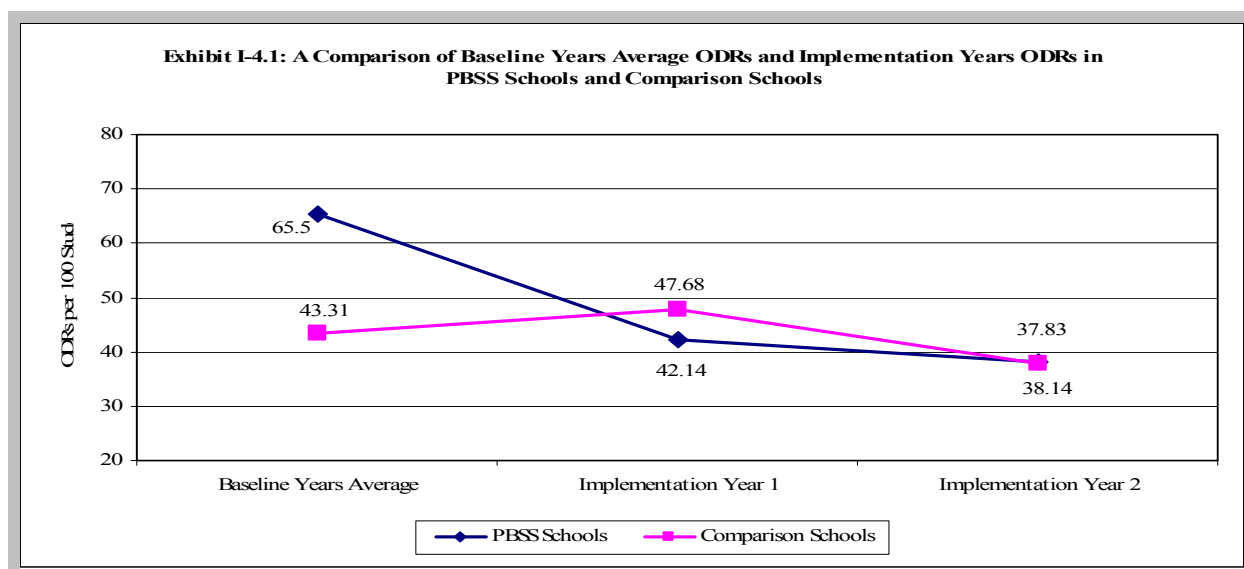
The results of the analyses contrasting the PBSS implementation schools versus comparison schools, from baseline to intervention year 1 (the 2005-2006 school year) and intervention year 2 (the 2006-2007 school year) revealed the following:

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1. Office Discipline Referrals (ODRs):

Averaged ODRs per 100 students for the three baseline years, and ODRs per 100 students for implementation years 1 and 2 are displayed in Exhibit I-4.1 for PBSS schools and comparison schools.

The six PBSS intervention schools show a decrease in ODRs per 100 students from an average of 65.5 for the baseline years to 38.14 for intervention year 2. The comparison schools show a relatively stable rate of ODRs over this same time period.



It is apparent that the PBSS intervention schools averaged substantially more ODRs (per 100 students) over the three year baseline period than did the comparison schools. Further, the change in ODRs from the baseline period to implementation year 2 is greater for the PBSS implementation versus comparison schools. An analysis of variance (ANOVA) of this change data over time found that PBSS intervention schools decreased their annual ODRs per 100 students significantly more than the comparison schools during the intervention years.

2. Principals' Administrative Actions in Response to Students' Office Discipline Referrals (ODRs):

Building principals' administrative actions per 100 students (AAs) in response to office discipline referrals were also analyzed from baseline through intervention year 2. Administrative actions in the PBSS intervention schools decreased in each successive intervention year. In contrast, AAs for the 17 comparison schools increased from baseline to intervention year 1 and then decreased during intervention year 2. Again using transformed data, separate one-tailed t -tests compared the AA change scores for the PBSS versus comparison schools at the end of intervention year 1 and year 2, respectively. The analysis for the baseline to intervention year 1 time period was statistically significant, indicating that the AAs in the PBSS schools decreased faster than in the comparison

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schools. The analysis for the baseline to intervention year 2 time period was not significant, indicating that the AAs in the PBSS schools decreased at a similar rate to the comparison schools after PBSS intervention year 1.

Given the extreme variability in the AA data across schools and the fact that the intervention year 2 t-test analysis approached significance, statistical analyses were run comparing each of the six separate PBSS intervention schools to their respective comparison schools over time.

Five of the six PBSS intervention schools had fewer AAs at the end of intervention year 2 compared with the baseline years. Statistically, three of the six PBSS schools (Hugh Goodwin, Woodrow Wilson, and Yokum elementary) demonstrated a more significant decrease in AAs than their comparison schools. One PBSS intervention school (Northwest Elementary) had a lower rate of AAs at the end of intervention year 2 compared to baseline years, though more AAs than its comparison schools. Another PBSS intervention school (Beryl Henry Elementary) did not significantly differ from its comparison schools, though the rate was lower at the end of intervention year 2 than during its baseline years. Lastly, one school (Castleberry Elementary) significantly increased its rate of AAs over baseline, even though this rate was significantly below the rate for its comparison schools.

In summary, ODR data indicate that PBSS implementation schools as a group showed a consistent trend of decreasing referrals over the baseline to intervention year 2 time period. A similar trend of consistently decreasing referral rates over this time was not seen for comparison schools. In addition, statistical analyses indicate that the rate of decrease in referrals over the baseline to intervention year 2 time period was significantly greater for PBSS intervention schools than for comparison schools. Administrative actions in response to discipline referrals decreased for 5 of 6 PBSS intervention schools, with three PBSS intervention schools showing a statistically significant greater decrease than their respective comparison schools.

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 relative 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 successfully access the general education curriculum. After two years of collaboration, a series of three statewide presentations were conducted to support districts in their efforts related to closing the achievement gap. The larger CTAG committee structure was collapsed at the end of 2007-08 into a broader entity, the Arkansas Mid-Continent Comprehensive Center (MC3) Coordinating Council. MC3 works in partnership with the states of Arkansas, Oklahoma, Kansas and Missouri. The continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations.

The Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT) referred 243 service requests to the Behavior Intervention Consultants (BICs). These consultants are part of the regional cadre of special education consultants as explained on the CIRCUIT web page

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(<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.

In an effort to provide a broader array of program options for children with hearing impairment or deafness, the SEU in conjunction with the National Association of State Directors of Special Education (NASDSE) provided in February 2008 a training/planning workshop for stakeholders on the establishment of regionalized educational services.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

There were no revisions to the proposed targets. However, the improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See page 37 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. 02.68%	A. 51.8% B. 12.65% C. 2.76%			
FFY 2007 (2007-2008)	A. Percent = number of children with IEPs removed from the regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 51.49% B. Percent = number of children with IEPs removed from the regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100: 12.52% C. Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100: 2.57%						

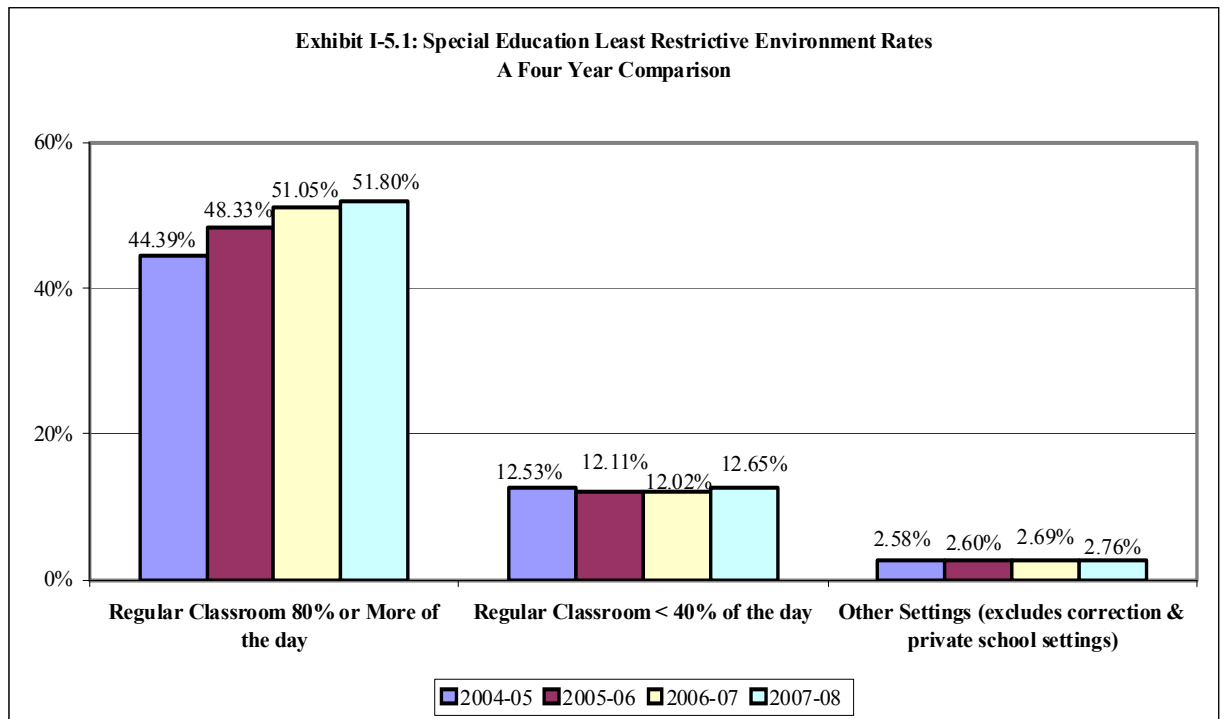
Actual Target Data for 2007-08:	
A. In 2007-08, 51.80% of children with IEPs were removed from the regular class less than 21% of the day.	A. $(28,062/54,169)*100=51.80\%$
B. In 2007-08, 12.65% of children with IEPs were removed from the regular class greater than 60% of the day.	B. $(6,850/54,169)*100 = 12.65\%$
C. In 2007-08, 2.76% of children with IEPs were served in public or private separate schools, had residential placements, or had homebound/hospital placements.	C. $(1,494/54,169)*100 = 2.76\%$

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08:

Regular Classroom 80% or More of the Day

In 2007-08, 51.80% of children with IEPs were served in the regular classroom 80% or more of the day; thus, exceeding the proposed target of 51.49% by 0.31 percentage points as seen in Exhibit I-5.1. Further, the actual target data has increased 16.69% from the 2004-05 rate of 44.39%. The increase of children with IEPs receiving services in the regular class can, in part, be attributed to more schools implementing co-teaching in the regular classroom.



Regular Classroom <40% of the Day

After two years of declining percentages, the percentage of children with IEPs who were removed from the regular class greater than 60% of the day increased unexpectedly. The actual target data (12.65%) rose 0.63 percentage points from 2006-07 and is 0.12% higher than in 2004-05. In trying to understand where the increase in more restrictive environments is originating a discussion among SEU staff and LEA supervisors identified two initial possibilities. First, many districts are fully embracing early intervening and or response to instruction strategies. The use of these strategies has resulted in the referral and placement of students who have the greatest need for more intensive special education and related services than can always be provided effectively in the regular education setting. Another possible contributing factor is the redesign of the delivery of high school instruction, necessitating the offering of an array of core courses to support some students with disabilities in meeting the high curricular standards. In addition, as districts develop elective courses to address needs of students with disabilities transitioning to post school life, these students may spend more instructional time away from their non-disabled peers. It appears that these latter initiatives may be resulting in unintended and unexpected adverse consequences relative to LRE.

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Other Settings

The percentage of students with IEPs who were served in public/private residential facilities, public/private day schools, or hospital/homebound continued to increase reaching 2.76%, a 6.98% increase from 2004-05. This is a difficult target to meet since a vast majority of 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 reviews 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 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 monitoring indicator. As part of the 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; and

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- 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.

Activities influencing LRE include co-teaching, the State Improvement Grant (SIG), and Closing the Achievement Gap (CTAG) Initiative. The use of co-teaching in Arkansas is expanding yearly. In 2006-07, the special education employee data collection included a code representing co-teaching teacher assignments. Based on fulltime equivalency (FTE), in 2007-08 there were 313.47 teachers in 75 districts engaged in co-teaching in the k-12 classroom, an increase of 96.71 teachers (FTE) and 21 districts from 2006-07.

Additionally, over the past five years the Arkansas Co-Teaching Project has provided professional development to 189 schools, four universities, one cadre of ADE Education Renewal Zone program staff developers, and two district staff developers.

School Year	Participants			
	Number of Schools	ADE Education Renewal Zone program staff developers	District Staff Developers	Number of Universities
2004-05	110	0	0	0
2005-06	67	0	0	2
2006-07	44	1	0	2
2007-08	27	0	0	1
2008-09	17	0	2	1

This data reflects several trends associated with the Arkansas Co-Teaching Project. In some instances, schools participated in more than one professional development cycle. Some schools chose to participate in one cycle of professional development to assist them with advance implementation planning and a second cycle to provide support during the first year of implementation. Other schools attended more than one cycle to address staff turnover or to provide additional support to the expansion of their programs.

Another trend associated with the project has been the reduction in the number of schools participating per cycle year. This reduction in numbers has occurred as a result of deliberate attendance limitations set by the ADE, Special Education. These decisions were based on the evaluation results obtained from participating schools that indicated a need for more follow-up support, and ADE efforts to bring its professional development in line with current staff development research. As a result additional follow-up activities were added including:

- Webinars based on
 - differentiation of instruction strategies for co-teachers
 - information on administrative support and co-teaching classroom walk-throughs for building leadership teams, and
 - sessions targeting building literacy/math/academic coaches
- Follow-up grade level sessions for co-teaching partnerships
- Onsite coaching

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- Creation of a Co-Teaching Wiki to encourage collegial discussions

The data also indicates efforts made by the AR Co-Teaching Project to build capacity for more professional development opportunities within the state. Teams from four universities have been included in the professional development activities to provide instructional staff with opportunities to gain the knowledge they need to include the co-teaching model in their pre-service curriculum. In addition, the AR Co-Teaching Project has worked collaboratively with the ADE Deans' Symposium Project which has provided grants for university staff to partner with local school districts to support the development of effective inclusionary practices including co-teaching. The project also provided professional development to ADE staff working with the Education Renewal Zone program to create a cadre of co-teaching professional developers in different regions of the state. In an effort to further build capacity in the state, two district level professional developers are participating in the current cycle in order to build skills needed to provide support for the co-teaching model within their own districts.

In 2007-08, a total of 27 schools from 18 school districts participated in the co-teaching professional development. In Phase I, the Building Leadership Team Training, there were 123 participants and, in Phase 2, the Co-Teaching Partnership Team training, 121 participants. Follow-up was provided through a series of seven web-teleconferences. The web-teleconferences targeted administrators, literacy/math/academic building coaches, co-teaching partnerships, and the co-teaching building leadership teams. Co-Teaching partners also participated in a statewide follow-up celebration session in May 2008 with 75 individuals participating.

Schools that implemented the model during the 07-08 year continued to participate in the evaluation plan designed in 2005-06 to measure system support, changes in classroom practices, and student grades. The evaluation plan was developed with the assistance of Dr. Lisa Dieker and Dr. Cynthia Pearl both 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. Dr. Pearl and her staff continue to provide support to the ADE Co-Teaching Project by assisting in compiling and analyzing evaluation data.

The Building Leadership Team (BLT) from each school completed the Needs Assessment survey and Action Planning Checklist (APC), instruments designed to identify areas of strength and weakness in school level planning including several new items that addressed the activity level of the building leadership team. The Needs Assessment survey and the APC were administered twice in the 07-08 school year, once in October and again in May. Co-Teaching partnerships completed the Colorado Assessment of Co-Teaching (CO-ACT) in October and again in May. The Co-ACT is a reflection survey containing items that have been found to differentiate exemplary practices from other co-teaching teams. Classroom grades were used as the common measure of student outcomes.

The Needs Assessment survey focused on four items related to key elements for change: common vision, incentives for implementation, knowledge and skills of key personnel, and adequate resources. An analysis of the data from the October and May administrations of the instrument indicated a positive statistically significant difference in the mean scores based on a paired-samples t-test.

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Despite these successes, data from the Needs Assessment suggest that across schools co-teaching implementation is in varying stages of development. While some schools appear to have many of the basics in place, other schools still have work to do to address the key elements for effective implementation of co-teaching models. Recommendations for changes in the professional development included assisting BLTs in using their individual scores to identify and address specific areas of need. In addition, efforts should be made to support BLTs to continue to focus on developing and communicating a clear and common vision for co-teaching in their schools, setting realistic goals for initial co-teaching implementation and promoting positive attitudes toward co-teaching, identifying the unique professional development needs of co-teaching partners, and allocating existing resources and garnering additional resources for co-teaching implementation.

The APC instrument consisted of 29 items that should be addressed when planning for effective co-teaching implementation. Results of the May/June 2008 APC suggest that BLTs had addressed many more of the items over the course of the 2007/2008 school year, such as, most BLTs were established and met regularly; general educators were more involved in planning for co-teaching; most BLTs had made changes in school structures, schedules and classroom set ups and locations to accommodate co-teaching; and issues related to the need for common planning time were addressed in many schools. BLTs also had plans for continued professional development and progress monitoring of students in co-taught classes. A paired-samples t-test was conducted and indicated that a statistically significant increase in the APC scores from the October administration to the May administration occurred. These results suggest that schools were able to address many of the Action Planning items over the 2007-08 school year and implementation of co-teaching at most schools had progressed beyond the beginning stage seen in the October responses to further refinement of the co-teaching model. The analysis of the APC data recommended that the BLT professional development might be improved with an increased emphasis on: the development of a clear vision and specific guidelines for co-teaching implementation, involvement of all key stakeholders including parents and students in planning for co-teaching, and dissemination of information supporting co-teaching implementation to key stakeholders.

Data obtained from the comparison of scores from the October and May administration of the CO-ACT by the co-teaching partners indicated that most teachers formed positive professional relationships and had a high level of respect for each other's expertise and professionalism. There was a high level of confidence in the general educator's knowledge and skills to effectively teach the curriculum as well as in the special educator's skills to suggest instructional strategies. Data also indicate teachers perceived that students were receiving increased support in the co-taught model. Independent samples t-tests were run to determine if there were any specific variables that might have impacted CO-ACT responses and results indicated no significant difference in Factor Total scores based on teacher position, subject area, or grade level.

Further analysis of the data indicated specific items on the CO-ACT that should be targeted for follow-up professional development. In addition, the analysis included recommendations that BLTs identify and address specific needs of the co-teaching teams in their school.

Final grades from participating co-taught classrooms indicated that grades for all students (students with and without disabilities) in co-taught classes were positively skewed with a mean of 56% of

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students earning A's and B's. The mean percent earning A's was 22%; mean percent B's was 34%; mean percent C's was 26%; mean percent D's was 12%; and mean percent F's was 5%.

When data were disaggregated to compare grades earned by students with disabilities to students without disabilities, grades for students with disabilities were more normally distributed. Only 28 % of students with disabilities earned A's or B's as compared to a mean percent of 64% of students without disabilities. The highest mean percent of students with disabilities (38%) earned C's whereas the highest mean percent of students without disabilities (36%) earned B's. On the lower end of the grading scale, a mean of 28% of students with disabilities earned D's and a mean of 6% earned F's in comparison to a mean of only 9% of students without disabilities earning D's and 5% earning F's.

While results show that students without disabilities are outperforming students with disabilities by a wide margin, the fact that the majority (mean = 66%) of students with disabilities earned a C or better in co-taught classes suggests that most students with disabilities are succeeding in co-taught classrooms. These findings lend support to the co-teaching model for most students with disabilities. Recommendations for improvement include more of a focused effort to support the 34% of students with disabilities who are struggling in co-taught classrooms, especially in mathematics curriculum. A variety of specific recommendations for BLT action planning have been identified.

Based on the analysis of the data collected through the evaluation plan, revisions in content and process were made in the ADE co-teaching professional development plan for the 2008-09 school year. The plan will continue to utilize the three phase professional development and evaluation systems. Specific changes to the plan include:

- Moving the co-teaching partnership follow-up session from May to February to provide a more hands-on opportunity for partners to improve their co-planning and instructional practices and engage in activities designed to strengthen their collaborative relationships
- Adding more professional developers to the team to enable each participating school to receive two onsite coaching visits
- Providing building administrators with a Co-Teaching Classroom Walk Through observation sheet and training in its use via tele-conferencing
- Creating and supporting a co-teaching Wiki designed to promote group sharing and problem solving

Also influencing LRE are the activities of the Arkansas SIG. A continuing target for schools participating in the On-site Consultation Model of Goal 1 (Literacy) for 2007-08 was to increase the number of children with disabilities in the regular class 80% or more of the school day. Three years of data for Cohorts I and II, two years of data for Cohort III, and one year of baseline data for Cohort IV revealed the following outcomes:

- Cohort 1 schools (began SIG activities in 2004-2005) compare favorably to the State for the percent of children in the regular class 80% or more of the school day, and have continued to improve in this area over the last three years.
- Four of the seven Cohort II schools (began SIG activities in 2005-2006) compare favorably to the State for the percent of children in the regular class 80% or more of the school day, with three of the four making gains in this area over the last three years. Of the three Cohort II schools that compare less favorably to the State, one school has made improvement in this

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area over the last three years, one school has remained the same, and one school has shown a decline. The three schools that continue to remain below the state average are all part of the same school district in which the implementation of more inclusive practices has been slower to evolve. Inclusive practices, including a focus on co-teaching, continue to be at the forefront of SIG efforts in these schools.

- Two of the three Cohort 3 schools (began SIG activities in 2006-2007) compare favorably to the State for the percent of children in the regular class 80% or more of the school day, with all three showing improvement in this area over the last two years.
- 2007-2008 was a baseline year for Cohort 4 schools (began SIG activities in 2007-2008). Four of the ten Cohort 4 schools compare favorably to the state for the percent of children in the regular class 80% or more of the school day, while six schools fall below the state average for LRE. SIG consultants are facilitating the implementation of more inclusive practices (i.e., co-teaching) in these schools, which should lead to improvements in LRE.

Through the SEU partnership with the ADE K-12 Literacy Unit, the SIG continued to expand its focus on adolescent literacy in 2007-2008 by providing professional development and follow-up to secondary educators (general and special education) in the Strategic Instruction Model (SIM). In addition, ten Apprentice SIM Professional Developers completed the Arkansas SIM Potential Professional Developer Institute in June 2008, and will complete the requirements for SIM Professional Developer certification during the 2008-2009 school year. This will enable Arkansas to vastly increase its capacity to offer these research based instructional strategies to secondary educators, positively impacting their ability to provide high quality research based instruction in the general education classroom to students with and without disabilities.

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 relative 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 successfully access the general education curriculum. After two years of collaboration, a series of three statewide presentations were conducted to support districts in their efforts related to closing the achievement gap. The larger CTAG committee structure was collapsed at the end of 2007-08 into a broader entity, the Arkansas Mid-Continent Comprehensive Center (MC3) Coordinating Council. MC3 works in partnership with the states of Arkansas, Oklahoma, Kansas and Missouri. The continuing focus is on systemic reform, and ensuring that districts are receiving the services and supports necessary (including positive behavioral supports) to identify and close the achievement gaps among diverse student populations.

The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) and the Arkansas Department of Education and will be able to respond to statewide needs as

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

There were no revisions to the proposed targets for 2007-08. 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 2007-08 were updated in the SPP to reflect activities undertaken across the State. See page 43 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	N/A			
State Rate	Baseline	82.22%					
FFY 2007 (2007-2008)	States are not required to report on Indicator 6 in the FFY 2007 APR						
Actual Target Data for 2007-08:							

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08:

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

Updates have been made to the Description of System section as well as the improvement activities in the SPP. See pages 45 and 48.

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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 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.

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<p>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.</p> <p>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.</p> <p>If $a + b + c + d + e$ does not sum to 100% explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>If $a + b + c + d + e$ does not sum to 100% explain the difference.</p>

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 2007 (2007-2008)	Progress data are reported in the SPP (pages 58-61) due February of 2009. States are not required to report baseline data and targets until February of 2010.						
Actual Target Data for 2007-08:							

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

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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%	EC: 87.64% SA: 94.43%			
FFY 2007 (2007-2008)	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: 85.00% • School Age: 94.50% 						
Actual Target Data for 2007-08:							
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: 87.64% • School Age: 94.43% 					EC: $(1,752 / 1,999) * 100 =$ 87.64% SA: $(10,926 / 11,571) * 100 =$ 94.43%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

Early Childhood

Seventy-one (71) local education agencies with early childhood programs completed family outcome surveys for the 2007-08 school year. Overall, 1,999 surveys were collected, an increase of 218 surveys from 2006-07. Of those surveys, 1,752 respondents, or 87.64%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities; thus, exceeding the target rate of 85.00% by 2.64 percentage points. Even though there was a slight slippage from the previous year of less than one percentage point, Arkansas still exceeded the target.

School Age

Two hundred forty-two (242) local education agencies with special education school age programs completed family outcome surveys for the 2007-08 school year. Overall, 11,571 surveys were

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collected, a 10.33% increase in response rate from 2006-07. Of those surveys, 10,926 respondents, or 94.43%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities. Although the percentage of respondents reporting the school facilitated parent involvement increased almost one percentage point the target was missed by 0.07 percentage points.

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, the same representation as in 2006-07. As programs incorporate the family survey into the annual review process and parent teacher conferences the percentage should increase. The family surveys in 2007-08 include demographic information for the child of the responding parent/guardian for the first time. The representativeness of the respondents is presented in Exhibit I-8.1 and Exhibit I-8.2 on the following page.

The early childhood respondents are relatively representative when compared to the child count except in the disability developmental delay, which was under-represented in the racial/ethnic groups of black (-13.10) and white (-12.85). Overall, responding families with preschool children in the racial category of black were under represented most frequently. Additionally, 14.76% of respondents did not report disability or race/ethnic category.

School age respondents are under-represented in six disability categories with the greatest occurring in speech impaired (-7.33) and specific learning disabilities (-6.76). All racial/ethnic groups are under-represented overall with the largest under-representation occurring in the racial/ethnic group of white (-7.76) followed closely by black (-7.49). Additionally, 17.48% of respondents did not report disability or race/ethnic category.

Exhibit I-8.1: Early Childhood Family Survey Representativeness

Race	Not Reported			American Indian/ Alaskan Native			Asian/Pacific Islander			Black			Hispanic			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Disability	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	14.71%	14.71%	0.00%	0.10%	0.10%	0.00%	0.00%	0.00%	0.00%	1.90%	1.90%	0.00%	0.30%	0.30%	0.00%	3.75%	3.75%
Autism	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.10%	0.10%	0.13%	0.25%	0.12%	0.03%	0.05%	0.02%	0.85%	1.30%	0.45%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.01%	0.00%	-0.01%
Hearing Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.10%	0.00%	-0.10%	0.04%	0.15%	0.11%	0.25%	0.25%	0.00%
Multiple Disabilities	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.01%	0.00%	-0.01%	0.20%	0.25%	0.05%	0.09%	0.10%	0.01%	0.49%	0.60%	0.11%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.06%	0.10%	0.04%	0.00%	0.00%	0.00%	0.24%	0.55%	0.31%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.01%	0.00%	-0.01%	0.03%	0.10%	0.07%	0.01%	0.00%	-0.01%	0.10%	0.10%	0.00%
Developmental Delay	0.00%	0.00%	0.00%	0.11%	0.05%	-0.06%	0.46%	0.20%	-0.26%	24.36%	11.26%	-13.10%	5.13%	3.95%	-1.18%	41.36%	28.51%	-12.85%
Speech Impaired	0.00%	0.05%	0.05%	0.10%	0.25%	0.15%	0.15%	0.05%	-0.10%	5.06%	5.05%	-0.01%	0.99%	1.05%	0.06%	19.47%	24.41%	4.95%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.05%	0.04%	0.00%	0.00%	0.00%	0.03%	0.10%	0.07%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.05%	0.02%	0.00%	0.00%	0.00%	0.05%	0.20%	0.15%
Total	0.00%	14.76%	14.76%	0.23%	0.45%	0.22%	0.64%	0.35%	-0.29%	29.99%	19.01%	-10.98%	6.29%	5.65%	-0.64%	62.85%	59.78%	-3.07%

Code: CC – December 1 count; SR – Survey Respondents; D – Difference (SR-CC)

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Exhibit I-8.2: School Age Family Survey Representativeness

Race Disability	Not Reported			American Indian/ Alaskan Native			Asian/Pacific Islander			Black			Hispanic			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	16.95%	16.95%	0.00%	0.07%	0.07%	0.00%	0.03%	0.03%	0.00%	1.10%	1.10%	0.00%	0.22%	0.22%	0.00%	2.34%	2.34%
Autism	0.00%	0.03%	0.03%	0.03%	0.05%	0.02%	0.06%	0.04%	-0.02%	0.52%	0.52%	0.00%	0.13%	0.14%	0.01%	2.71%	2.69%	-0.02%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.03%	0.02%	0.00%	0.02%	0.02%	0.01%	0.05%	0.04%
Emotional Disturbance	0.00%	0.03%	0.03%	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%	0.29%	0.16%	-0.13%	0.05%	0.03%	-0.03%	1.10%	0.64%	-0.46%
Hearing Impaired	0.00%	0.00%	0.00%	0.00%	0.03%	0.02%	0.02%	0.00%	-0.02%	0.21%	0.67%	0.45%	0.11%	0.10%	-0.01%	0.67%	1.70%	1.03%
Multiple Disabilities	0.00%	0.02%	0.02%	0.01%	0.02%	0.01%	0.01%	0.03%	0.02%	0.63%	0.67%	0.04%	0.13%	0.12%	0.00%	1.64%	2.00%	0.36%
Mental Retardation	0.00%	0.05%	0.05%	0.06%	0.04%	-0.02%	0.06%	0.05%	-0.01%	6.03%	4.10%	-1.93%	0.62%	0.29%	-0.33%	7.42%	6.12%	-1.31%
Other Health Impairment	0.00%	0.04%	0.04%	0.10%	0.08%	-0.02%	0.04%	0.00%	-0.04%	2.87%	1.37%	-1.50%	0.36%	0.31%	-0.05%	11.01%	7.82%	-3.19%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.01%	0.00%	-0.01%	0.07%	0.05%	-0.02%	0.01%	0.02%	0.00%	0.27%	0.26%	-0.01%
Speech Impaired	0.00%	0.20%	0.20%	0.21%	0.14%	-0.08%	0.29%	0.20%	-0.09%	5.17%	2.67%	-2.50%	1.55%	0.78%	-0.77%	17.74%	13.65%	-4.09%
Specific Learning Disability	0.00%	0.16%	0.16%	0.34%	0.25%	-0.09%	0.15%	0.13%	-0.02%	9.84%	6.75%	-3.09%	2.50%	1.46%	-1.04%	24.21%	21.54%	-2.68%
Traumatic Brain Injury Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.07%	0.00%	0.01%	0.02%	0.00%	0.21%	0.31%	0.10%
Total	0.00%	17.48%	17.48%	0.78%	0.70%	-0.08%	0.65%	0.48%	-0.17%	25.80%	18.30%	-7.49%	5.49%	3.51%	-1.98%	67.28%	59.52%	-7.76%

Code: CC – December 1 count; SR – Survey Respondents; D – Difference (SR-CC)

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.
- The IDEA Data & Research Office identified LEAs with fewer than 10 family survey respondents and forwarded the list to the administrator of M/PE Section. The administrator sent letters to the LEAs as a reminder of the importance of the family involvement survey and expectations for improved outcomes.
- 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. The Administrator of M/PE contacted LEAs with low response rates individually as a reminder of the importance of the family involvement survey and expectations for improved outcomes.

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- 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 2008, a total of 200 parents have been identified as willing to participate in the Parent Mentoring Network.
- Training modules were implemented through the SIG for parents of children with IEPs. These modules are designed to train a network of parents with children with disabilities to mentor other parents on working with their children at home in the areas of literacy and positive behavioral practices.
- The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the Dawson Education Services Cooperative, the mission of AR-LEARN is to promote sound research-based building and classroom educational practices to achieve the educational results required by the Individuals with Disabilities Education Act (IDEA) and the Arkansas Department of Education and will be able to respond to statewide needs as well as those of individual school districts. In the near future, customized technical assistance will be delivered on-site by independent special education consultants who can assist in helping any school district meet required IDEA State Performance Plan targets. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well. Professional development credit will be awarded by the Dawson ESC for any training attended.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No changes were made to the proposed targets. A copy of the most recent survey is included in the appendix.

Revisions to improvement activities, timelines, and resources for 2007-08 were updated in the SPP to reflect activities undertaken across the State. See page 66 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:

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

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%	0%			
FFY 2007 (2007-2008)	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.						
Actual Target Data for 2007-08: 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.					$(0/255) * 100 = 0\%$		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

Using the revised methodology developed in 2007-08, 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 for review. Currently the special education unit uses a single consultant to review all self assessments. 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.

Arkansas uses the services of a single consultant to review districts’ self assessment and supporting evidence documents submitted to the SEU. During the review process, if any component was not addressed or the response was deemed not sufficient, the district special education supervisor was contacted by phone and/or e-mail for follow up. The district was then required to submit written clarification addressing the component in question before the self assessment review was finalized. Once finalized, the Associate Director’s office sent letters informing districts of their status.

For the 2007-08 school year, 35 of 255 districts were identified with over- and/or under-representation of racial and ethnic groups when applying the State’s criteria. Ten districts completed and submitted a self-assessment for over-identification, nine districts for under-identification, and 16 districts for over- and under-identification.

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

Improvement activities undertaken in 2007-08 for this indicator included:

- The State M/PE Section continues to incorporate and revise the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.
- The State M/PE Section continues to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets, improvement activities, timelines, or resources.

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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%	0%			
FFY 2007 (2007-2008)	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.						
Actual Target Data for 2007-08: 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.						(0/255)*100 = 0%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

Using the revised methodology developed in 2007-08, 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 for review. Currently the special education unit uses a single consultant to review all self assessments. 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.

Arkansas uses the services of a single consultant to review districts’ self assessment and supporting evidence documents submitted to the SEU. During the review process, if any component was not addressed or the response was deemed not sufficient, the district special education supervisor was contacted by phone and/or e-mail for follow up. The district was then required to submit written clarification addressing the component in question before the self assessment review was finalized. Once finalized, the Associate Director’s office sent letters informing districts of their status.

For the 2007-08 school year, 34 of 255 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State’s criteria to the weighted risk ratios. Districts with weighted risk ratios greater then 4.00 were identified as having over-representation and districts with weighted risk ratios lower than 0.25 identified as having under-representation. Weighted risk ratios for under-representation varied from 0.21 to 0.10. The variance in over-representation is more widely dispersed with a low of 4.05 and a high of 30.32.

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Of the 34 districts identified for Indicator 10, five were also identified under Indicator 9, illustrating how disproportionate representation in identification does not equate to disproportionate representation in a disability category.

Each of the 34 districts conducted and submitted a self-assessment. A review of districts Disproportionality Self-Assessment and supporting evidence documents resulted in zero (0) percent of districts having disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

Data for 2007-08 within the six primary disability categories reveals two racial/ethnic groups in five disability categories identified as having over- and/or under-representation. Students in the racial ethnic group of black are being over-identified in the category mental retardation. Students in the racial ethnic groups of white were primarily over-identified in specific learning disability. White students were also being over-/under-identified in speech impairment, mental retardation and emotional disturbance. Exhibits I-10.1 and I-10.2 provides a count of districts with disproportionate representation for specific disability categories by racial/ethnic group for 2007-08 and 2006-07.

Exhibit I-10.1: District Count of Disproportionate Representation for Specific Disability Categories by Racial/Ethnic Group – 2007-08

	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)					5							
Hispanic												
White (non-Hispanic)			1		1	1	2		18	3	6	2

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	

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

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Improvement activities undertaken in 2007-08 for this indicator included:

- The State M/PE Section continues to review and, if necessary, revise the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.
- The State M/PE Section continues to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policy, procedures, and practices leading to disproportionality.
- The ADE continues to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Monitoring Profiles.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets, improvement activities, timelines, or resources.

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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%	97.69%			
FFY 2007 (2007-2008)	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 2007-08:							
In 2007-08, 97.69% of children with parental consent to evaluate were evaluated within the State established timeline of 60 days.				A. 12,778 B. 2,360 C. 10,123 $((2,360+10,123)/12,778)*100 = \mathbf{97.69\%}$			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

In 2007-08, there were 12,778 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State’s 60-day timeline was 12,483 or 97.69%. Of the 12,778 children, 2,360 or 18.47% were determined not eligible, while 10,123 or 79.22% were determined eligible. The evaluations of the remaining 295 children exceeded the 60-day timeframe, with 190 (64.41%) determined eligible and 105 (35.59%) found not eligible.

The number of days beyond the 60-day timeline ranged from 1 to 117 days. Reasons for exceeding the 60-day timeline are mainly attributed to delaying the evaluations for children turning three. The consent was obtained during the referral conference (90 days prior to third birthday) but programs delayed evaluation until within 30 days prior to third birthday. The SEU continues to work with the early childhood programs, particularly the programs operated through an interagency agreement with the Department of Human Services Division of Developmental Disabilities Services. The IDEA Data

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& Research Office generated APR profile reports for each DDS 3-5 early childhood program operated under the interagency agreement. DDS used the information to issue non-compliance findings and required the programs to submit a corrective action plan for approval. DDS then followed up with verifying the implementation and correction of the non-compliance.

Not all delays can be attributed to early childhood programs, as school districts also had difficulty in meeting the timeline for scheduling and completing evaluations. The delay of 117 days was reported without an associated reason for the delay; thus, no determination could be made to its exceptionality.

Activities undertaken during 2007-08 to improve the results for this indicator include activities of the IDEA Data & Research Office, Grants and Data Management Section, and the M/PE Section.

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

- Increased the business rules in APSCN and MySped Resource
- Web-based and face to face training for the DDS 3-5 programs on using MySped Resource DDS Application
- Web-based and face to face training for co-ops, school districts, and SEU staff on using the special education module in APSCN
- Conducted numerous web-based trainings and workshops on how to submit and review the required data elements
- Conducted an analysis of the timely evaluation data and the results were forwarded to the Monitoring and Program Effectiveness Section

The M/PE Section of the SEU, as part of the monitoring process, 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 2007-08. 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 was down due to server failure in 2007-08 and into 2008-09. Once *AMI*TM is available the M/PE Section will be able to conduct pre-monitoring data reviews on school age student IEPs. Early childhood monitoring of due process timelines can also be conducted electronically, with consent from the program.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

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 85 of 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))

Measurement:

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

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

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

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%	97.60%	97.38%													
FFY 2007 (2007-2008)	The percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday was 100%.																
<p>Actual Target Data for 2007-08: 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 97.38%.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none;">A. Number of children who have been served in Part C and referred to Part B for eligibility determination:</td> <td style="border: none; text-align: right;">A. 823</td> </tr> <tr> <td style="border: none;">B. Number of those referred and determined to be not eligible whose eligibilities were determined prior to their third birthday:</td> <td style="border: none; text-align: right;">B. 55</td> </tr> <tr> <td style="border: none;">C. Number of those found eligible who have an IEP developed and implemented by their third birthday:</td> <td style="border: none; text-align: right;">C. 743</td> </tr> <tr> <td style="border: none;">D. Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services:</td> <td style="border: none; text-align: right;">D. 5</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: right;">$(743 / (823 - 55 - 5)) * 100 = \mathbf{97.38\%}$</td> </tr> </table>								A. Number of children who have been served in Part C and referred to Part B for eligibility determination:	A. 823	B. Number of those referred and determined to be not eligible whose eligibilities were determined prior to their third birthday:	B. 55	C. Number of those found eligible who have an IEP developed and implemented by their third birthday:	C. 743	D. Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services:	D. 5		$(743 / (823 - 55 - 5)) * 100 = \mathbf{97.38\%}$
A. Number of children who have been served in Part C and referred to Part B for eligibility determination:	A. 823																
B. Number of those referred and determined to be not eligible whose eligibilities were determined prior to their third birthday:	B. 55																
C. Number of those found eligible who have an IEP developed and implemented by their third birthday:	C. 743																
D. Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services:	D. 5																
	$(743 / (823 - 55 - 5)) * 100 = \mathbf{97.38\%}$																

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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 2007-08

In 2007-08, 998 children being served in Part C were referred to Part B for eligibility determination, of which 175 children were excluded under timeline exceptions, leaving 823 accountable Part C to B Transitions. Arkansas allows timeline exceptions if programs do not have situational control. The exceptions included:

- 72 children never had eligibility determined due to the family moving, making the child unavailable;
- 36 children were excluded because Part C failed to refer within State timelines;
- 21 children were excluded because the child was unavailable due to child/family illness; and
- 46 children were excluded due to parental cancellation of evaluation and/or conference appointments.

Of the remaining 823 children being served in Part C and referred to Part B for eligibility determination, 798 had eligibility determined by their third birthday, with 743 found eligible and 55 not eligible. Additionally, five children had delays in evaluation or initial services due to parental refusal.

There were 22 Part C to B referrals who did not have eligibility determined prior to their third birthday, of which 21 were found eligible and one ineligible. The number of days beyond the third birthday ranged from one (1) to 15. There were two reasons for the delays: (1) evaluations for 11 children were not completed in a timely manner, and (2) unknown reasons for 11 children.

Arkansas failed to meet this target in 2004-05, 2005-06, 2006-07, and 2007-08; however, gains have been made since 2004-05. In 2007-08 there was a minor slippage of 0.22 percentage points from 2006-07. The SEU continues to train early childhood programs on timelines and data collection protocols surrounding Part C to Part B Transition.

Since this is an area that cannot be corrected after the fact, Arkansas has focused on technical assistance to programs in the areas of state regulations and data submission surrounding C to B transition.

During 2005-06 there were 10 EC programs that were identified as being non-compliant on their APR Profiles. Each program submitted a corrective action plan. A follow-up review with the programs found that most of the timelines missed were due to the child not being available for various family reasons. In 2006-07 and 2007-08, all of the programs except one met the Part C to B timelines. The program which did not meet the Indicator is a State agency (Division of Developmental Disabilities Services (DDS)), licensing more than 75 private programs that provide services to children with disabilities ages 3-5 through an interagency agreement with ADE-SEU. Although DDS has not met the target, it has made gains; moving from a rate of 82.68% in 2005-06 to 96.81% in 2007-08.

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The SEU M/PE staff, along with the IDEA Data and Research Office, has worked with DDS and its programs to provide training on the regulatory requirements, data collection and submission. Throughout 2006-07 and 2007-08, DDS revised internal processes and practices on C to B Transition. DDS trained its local programs on the changes and presented the revisions at a State Interagency Coordinating Council (ICC) meeting. The implementation of these revisions should be reflected in the 2008-09 data.

As part of the monitoring procedures at the SEU and DDS, child IEP audits are conducted to determine if 3-5 programs are meeting timelines. Programs failing to meet timelines are given a noncompliance citation requiring a corrective action plan (CAP) to be submitted. The SEA supervisor provides technical assistance in the development of the corrective action plan, which includes a review of policy, procedures, and practices surrounding C to B Transition, and monitors implementation of each CAP.

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. The IDEA Data and Research Office provides training in data submission each August and May via a series of web teleconferences for 3-5 programs. Technical assistance is ongoing via phone and email correspondence, and face-to-face trainings are offered throughout the year for new 3-5 program staff using APSCN and MySped Resource.

The early childhood transition training DVD, developed in partnership with Part C, is being updated to reflect procedural changes. The transition training DVD will be 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. The SEU will also make the information available through its website.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See page 91 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%	80.82%			
FFY 2007 (2007-2008)	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: 100.00%						
	Actual Target Data for 2007-08: 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 80.82% .				(316/391)*100 = 80.82%		

Data for this indicator in previous years were submitted in an aggregate format by school districts via the Program Evaluation Effectiveness Profile (PEEP) application in MySped Resource. However, due to recent guidance from OSEP, Arkansas changed from reporting data based on district self reporting to using monitoring reports. The OSEP guidance was received after the 2007-08 school year; therefore, the guidance could not be applied to monitoring procedures during 2007-08. The guidance has been incorporated into the monitoring manual and is being applied to LEA monitoring during the 2008-09 school year. With the new guidance fully implemented, Arkansas expects to reach substantial compliance in 2008-09.

Through the SEA monitoring process, secondary transition goals and services are reviewed. In 2007-08, there were 78 districts monitored and 391 IEPs examined for secondary transition requirements, of which 316 or 80.82% of IEPs examined were found to be in compliance. Districts found to be out of compliance were issued corrective action plans (CAPS) addressing this issue. 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.

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In analyzing the monitoring data, no pattern of omission emerged among the required components for secondary transition plans. Likewise, the missing components were randomly distributed among the districts monitored. What was apparent is that districts will need additional in depth training to insure their understanding of and compliance with the requirements of secondary transition planning and services provision. This should be facilitated by the newly revised and adopted required state IEP forms that include secondary transition that took effect July 1, 2008. These forms clearly set out the required components.

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 (NASET) Self-Assessment Tool. State partners in secondary and postsecondary education established the Arkansas planning priorities prior to the National Center for Secondary Education and Transition (NCSET) National Leadership Summit using this tool. Of the five NASET quality indicators, three (schooling, career preparation, and connecting activities) were chosen by the Arkansas team as priorities for comprehensive planning. Within each of these three priorities, goals and action steps were developed to guide strategies during 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 924 requests for assistance during the 2007-08 school year. Twenty-five 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 Arkansas Transition website (<http://arkansastransition.com>). This web resource offers Arkansas-specific information on college, employment, community resources, and self-determination. HighSchoolMatters.com

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will become a rich resource for offering practical guidance on strategies for staying in school and making the most of the secondary educational experience.

A range of activities designed to impact secondary transition were conducted.

- P.O.I.S.E. launched the new “poised for graduation” website at www.poisedforgraduation.com
- P.O.I.S.E. launched the third awareness campaign through the P.O.I.S.E. website at www.poisedforgraduation.com providing a school districts, state level stakeholders, parents and youth access to assistance with effective resources and strategies for a successful academic school experience.
- P.O.I.S.E. redistributed brochures through Arkansas’ www.archildfind.org/ website.
- P.O.I.S.E. provided evidence-based practices and information based upon researched areas of student competencies sub-grouped into a similar alignment with high school redesign via the P.O.I.S.E. website, www.poisedforgraduation.com. Surveys were conducted as needed via the ADE Special Education website survey link <http://arksped.k12.ar.us/applications/Surveys/>.
- P.O.I.S.E. facilitated the partnership of model teams and the IDEA Data & Research Office in designing the 9th grade data collection process for the evaluation of Changing Outcomes through Retention Elements (C.O.R.E.).
- P.O.I.S.E. provided regional workshops on evidence-based practices for districts that triggered on graduation rate during the 2007-08 reporting cycle.
- P.O.I.S.E. continued to partner with the Alternative Education and Juvenile Detention programs, and with the new Arkansas Local Education Agency Resource Network (AR-LEARN) to provide information and training for teachers to make the most of interventions and resources to address the academic development and functional needs of children.
- P.O.I.S.E. assisted districts that triggered for drop out in the use of data for the purposes of:
 - establishing student retention data sets;
 - identifying students to refer for interventions through CIRCUIT; and
 - translating national data into state and local practice as a framework to review local data to identify academic gaps.
- P.O.I.S.E. provided cross agency training and resource sharing for professional staff development for member groups of the Arkansas Youth Development Collaborative.
- P.O.I.S.E. provided districts that refer students through CIRCUIT with training around interventions and evidence-based transition practices, to assist with programming based upon the unique needs of the students referred for services.
- P.O.I.S.E. provided parent information sessions to facilitate interventions. During the quarterly meetings, information about P.O.I.S.E. was presented along with dissemination of resource materials.
- P.O.I.S.E. staff provided direct services for students and families. CIRCUIT forwarded 25 requests to P.O.I.S.E., 15 of which were for IEP review and staff participation in IEP design related to behaviors that impact the student in the academic environment.

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- P.O.I.S.E. staff participated in student-centered problem solving conferences for each referral received through CIRCUIT. District level P.O.I.S.E. Teams were formalized in referring districts to assist with additional youth that require intense team support to remain in school.
- P.O.I.S.E. staff developed teams in Little Rock, Brinkley and Hot Springs school districts designated as development sites for C.O.R.E.
- P.O.I.S.E. staff provided professional development in Check and Connect, KUDER and student-centered problem solving for two of the three C.O.R.E. pilot districts.
- P.O.I.S.E. convened a stakeholders forum that addressed the needs of youth involved in Alternative Education, Juvenile Justice, and Foster Care. The forum's goal was to convey the benefits of a technical assistance direct service model. The forum was held in partnership with The Clinton Library and the Hamilton Learning Academy.
- Arkansas Transition Services staff participated in the Arkansas Youth Leadership Forum. This event was sponsored by Arkansas Rehabilitation Services with information for one of the sessions presented by a transition consultant. This forum was designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session, students were provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills needed for post-secondary education and the work place.
- The website, www.highschoolmatters.com went online in 2006, and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, accessed at <http://arkansastransition.com>. Each consultant had a focus area, and one consultant served as the webmaster. The website was continually updated.
- Training was provided in districts throughout Arkansas on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC). Data obtained was used to improve transition services and is included in a comprehensive assessment training provided to teachers. Teachers were given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- The ADE-SEU and Arkansas Transition Services continued to partner with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post school outcomes. NSTTAC also worked with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team worked closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a special education teacher in implementing a Transitions Class. NSTTAC provided financial and technical assistance along with the team from the Arkansas Transition Services. Data was collected and reported to determine what tools, assessments, curricula and practices were most effective.
- Arkansas Transition Services staff provided Person-Centered Planning Training and facilitation of meetings.
- Arkansas Transition Services staff provided training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training. Each attendee received a manual that serves as a guide in developing a Transitions Class.

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“Creating Employment Opportunities for Youth in School Based Work Experience Programs” is a component of the Transitions Class training.

- Arkansas Transition Services staff developed a Transitions II Class Training module. This training assisted teachers in designing unique programs to enhance student growth and outcomes. Teachers were provided a workbook and received in depth training and tools on how to successfully recruit employers in their areas. The training focused on incorporating a community based program into a student’s transition plan when that need is indicated.
- Arkansas Transition Services staff conducted Self-Advocacy Strategy Training. The Self-Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participating in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:
 - Item #1: Student participation in identification of postsecondary goals
 - Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- Arkansas Transition Services staff conducted TAKE OFF! training (Transition Activities Keeping Effective Options First and Foremost). This training provided teachers with information on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
 - how students can assist in writing their Summary of Performance (SOP)
 - storing all agency contacts and correspondence in a portfolio
 - maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
 - activities to engage parents in the transition process

Districts had the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.
- Arkansas Transition Services staff hosted the third annual Arkansas Transition Summit on February 6-7, 2008. The summit provided existing teams and new teams an opportunity to share perspectives on student focused planning and interagency collaboration, in an effort to improve post school outcomes for youth with IEPs. Out-of-state speakers with expertise in these areas presented general sessions and breakout sessions. Arkansas teachers and agency personnel also presented successful programs in an effort to get other teachers to replicate them in their schools. Each team had four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Over 200 participants attended. Local team meetings will be encouraged so teams continue making progress on their plans.
- Arkansas Transition Services staff conducted College Bound 2008 June 18-20, 2008 at the University of Central Arkansas (UCA) in Conway, AR. Twenty-one students

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and 12 parents/professionals participated in team activities and heard sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. College Bound 2009 is scheduled for June 17-19, 2009 at UCA.

- Arkansas Transition Services staff implemented a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language and will be designed mainly for parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Various consultants participated on CASSP teams around the state.
- Arkansas Transition Services staff planned and conducted Transition orientation nights for parents for each education services cooperative area.
- Arkansas Transition Services staff planned and conducted Transition fairs for students and families to learn about area agencies and services they provide.
- Arkansas Transition Services staff sponsored Transition youth conferences in Southwest Arkansas and Southeast Arkansas in February 2008 with junior and senior high special education students. Training has been developed for others to learn how to conduct such conferences throughout the state.
- Arkansas Transition Services staff submitted proposals for presentations on Transition activities at the state and national levels. Arkansas Transition Services staff were selected and provided presentations and poster sessions on various Transition topics/practices at state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), SEAS Forum, Human Development Center, and National DCDT Conference.
- Arkansas Transition Services staff attended the Secondary Transition State Planning Institute. Members of Arkansas Transition Services attended this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Each Transition Consultant provided a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.
- Arkansas Transition Services staff held College Camp at the University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp provided a real-life picture of life on a college campus. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.
- The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing

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

Two of the proposed activities addressing graduation included in the February 2008 SPP were delayed due to outside circumstances. These activities included:

- the P.O.I.S.E. Youth Development Summit 2008, which is being rescheduled to be held in partnership with Arkansas Greater Graduation
- the professional development opportunity through AR-LEARN for behavioral interventions for Secondary students, which is being rescheduled for the 2008-09 school year

**Revisions, with Justification, to Proposed Targets/Improvement
Activities/Timelines/Resources for 2007-08:**

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 100-101 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	78.63			
FFY 2007 (2007-2008)	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: 84.40%						

<p>Actual Target Data for:</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 78.63%.</p>	<p>(195/248)*100 = 78.63%</p>
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

Post School Outcome Survey Results

There were 44 districts sampled based on the stratified random sampling plan. From those 44 districts, Arkansas had 248 students that responded to the PSO survey request. Of the respondents, 195 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 78.63%. This is a slippage from the previous year baseline of 84.38% and Arkansas failed to meet the target established based on FFY2006 survey results.

The survey revealed that 67.74% of leavers have been employed at some point in the year since exiting high school. However, 38.31% have been enrolled in post secondary education and 27.42% have been employed and enrolled in post secondary education. Only 13.31% have not been employed or enrolled in post secondary education in the year since leaving high school. Presented in Exhibit I-14.1 is a summary of survey results.

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Exhibit I-14.1: Summary of Post School Outcome Survey Results by Percentage

	Employment		Education		Combination of Education/ Employment				Overall
	Y	N	Y	N	Both	Neither	Employed not Enrolled	Enrolled not Employed	Employed, Enrolled, or both
# of Respondents	168	60	95	128	68	33	100	27	195
% of Total	67.74%	24.19%	38.31%	51.61%	27.42%	13.31%	40.32%	10.89	78.63%

n = 248

Discussion of Survey Process and Representativeness

Student contact information, including demographics, were gathered from the State's Student Information System on the last Friday in May as outlined in Commissioner's Memo LS-07-119 (<http://arkedu.state.ar.us/commemos/static/fy0607/3367.html>). Once leaver data were cleaned and submitted to the Office of Special Education Programs as required under Section 618, contact information on students reported as graduates, drop outs, or reaching maximum age was compiled for the districts being sampled in the given year.

Arkansas adopted the post school outcome questions from the National Post School Outcomes Center. A copy of the survey is located in Appendix I. Demographic data, although on the survey form, were not collected as part of the survey. Student responses were cross-referenced with the contact information gathered via the SIS using student identifier.

LifeTrack Services, Inc. was contracted through the Special Education Performance Grant at Dawson Education Cooperative to conduct the PSO data collection between April 1, 2007 and June 30, 2007. The IDEA Data & Research Office coordinated the collection with LifeTrack and conducts all analysis. The scope of work outlined in the contract with LifeTrack Services included:

- The Dawson Education Services Cooperative in collaboration with the Arkansas IDEA Data & Research Office at University of Arkansas at Little Rock and the Arkansas Department of Education (ADE) Special Education Unit will provide LifeTrack Services, Inc. with a list of questions to be included in the survey and a list of 2006 leavers with name, address, telephone number, school code and student ID to be included in the survey.
- Between April 1, 2008 and June 30, 2008 LifeTrack Services will attempt 5 telephone calls to leavers identified by ADE.
- LifeTrack shall compile the responses and provide compilation reports to the Department by September 30, 2008.
- LifeTrack will provide the IDEA Data & Research Office with a complete data set, as well as survey reports for each district. An additional summary report will be provided for all students surveyed for that year.
- LifeTrack shall maintain the confidentiality of any and all information provided by representatives of the ADE Special Education Unit. No information will be released to any other entity without the written consent of the Department.

The 2006-07 special education leaver data identified 711 students as graduates, dropouts, or reaching maximum age. The contact information for these students was forwarded to LifeTrack Services, Inc. in March 2008.

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LifeTrack began contacting former students in April and continued the phone survey through June 2008. Although steps were taken to verify contact information, 65.12% (463) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 248 or 34.88% of leavers. LifeTrack Services exceeded its commitment of five telephone attempts by making a 6th attempt to all remaining telephone numbers that were not disconnected or wrong numbers. Exhibit I-14.2 provides an overview of the outcome of student contact information.

Exhibit I-14.2: Outcome of Student Contact Information

Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey's	Responders Rate Based on Valid Contact Information
711	463	248	248	100%

An analysis of representativeness was conducted on number of leavers and responders based on racial/ethnic and disability composition. The analysis revealed that leavers in the racial/ethnic group of black, disability of MR and drop outs are the most difficult to locate. These findings are presented in Exhibit I-14.3, Exhibit I-14.4, and Exhibit I-14.5.

Exhibit I-14.3: Racial/Ethnic Representativeness of Survey Responders by Percentage

	American Indian / Alaskan Native	Asian / Pacific Islander	Black	Hispanic	White
Leavers	0.28%	0.42%	34.60%	3.38%	61.32%
Responders	0.00%	0.00%	23.39%	2.42%	74.19%
Difference	-0.28%	-0.42%	-11.21%	-.96%	+12.87%

Exhibit I-14.4: Disability Representativeness of Survey Responders by Percentages

	Autism	Deaf / Blind	Emotional Disturbance	Hearing Impaired	Multiple Disabilities	Mental Retardation
Leavers	1.27%	0.14%	1.69%	0.98%	1.27%	25.04%
Responders	2.42%	0.00%	1.61%	1.61%	1.61%	19.76%
Difference	+1.15%	-0.14%	-0.08%	+0.63%	+0.34%	-4.28%

	Other Health Impairment	Orthopedic Impairment	Specific Learning Disability	Speech/ Language Impairment	Traumatic Brain Injury	Visual Impairment
Leavers	13.22%	0.28%	53.31%	1.27%	0.28%	1.27%
Responders	16.53%	0.40%	53.63%	0.81%	0.40%	1.21%
Difference	+3.31%	+0.12%	+0.32%	-0.46%	+0.12%	-0.06%

Exhibit I-14.5: Leaver Status Representativeness of Survey Responders by Percentages

	Graduated with a Diploma	Graduated with a Certificate	Dropped Out	Reached Maximum Age
Leavers	79.32%	1.41%	19.13%	0.14%
Responders	86.29%	0.81%	12.90%	0.00%
Difference	+6.97%	-0.60%	-6.23%	-0.14%

The same analysis conducted at the district level found the response rate in some programs was not representative. The SEU will continue activities to better prepare the data to ensure contact information is as up to date as possible. Activities will include (1) giving districts an additional

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opportunity to verify contact information and (2) the IDEA Data & Research Office will provide districts with a draft letter they can use to notify former students of the upcoming survey. These will provide opportunities to update contact information prior to sending the final student list to LifeTrack Services, Inc. thus increasing the possibility of having valid contact information.

Other activities targeting improved post school outcomes for students include:

- ADE compiled a list of youth with IEPs from each district from the Arkansas Public School Computer Network (APSCN). The information will be forwarded to LifeTrack Services, Inc. to generate mailings, conduct telephone follow-ups and basic survey response analysis.
- The Arkansas IDEA Data & Research Office provided districts and statewide reports on the survey results to the ADE and the State partners in secondary and postsecondary education. This will provide them with valuable information on how the three priorities, as discussed in Indicators 1, 2 and 13, can be enhanced; thus, leading to improved secondary transition plans, as well as graduation and dropout rates.

A range of activities designed to impact post school outcomes were conducted.

- P.O.I.S.E. launched the new “poised for graduation” website at www.poisedforgraduation.com
- P.O.I.S.E. launched the third awareness campaign through the P.O.I.S.E. website at www.poisedforgraduation.com providing a school districts, state level stakeholders, parents and youth access to assistance with effective resources and strategies for a successful academic school experience.
- P.O.I.S.E. redistributed brochures through Arkansas’ www.archildfind.org/ website.
- P.O.I.S.E. provided evidence-based practices and information based upon researched areas of student competencies sub-grouped into a similar alignment with high school redesign via the P.O.I.S.E. website, www.poisedforgraduation.com. Surveys were conducted as needed via the ADE Special Education website survey link <http://arksped.k12.ar.us/applications/Surveys/>.
- P.O.I.S.E. facilitated the partnership of model teams and the IDEA Data & Research Office in designing the 9th grade data collection process for the evaluation of Changing Outcomes through Retention Elements (C.O.R.E.).
- P.O.I.S.E. provided regional workshops on evidence-based practices for districts that triggered on graduation rate during the 2007-08 reporting cycle.
- P.O.I.S.E. continued to partner with the Alternative Education and Juvenile Detention programs, and with the new Arkansas Local Education Agency Resource Network (AR-LEARN) to provide information and training for teachers to make the most of interventions and resources to address the academic development and functional needs of children.
- P.O.I.S.E. assisted districts that triggered for drop out in the use of data for the purposes of:
 - establishing student retention data sets;
 - identifying students to refer for interventions through CIRCUIT; and
 - translating national data into state and local practice as a framework to review local data to identify academic gaps.
- P.O.I.S.E. provided cross agency training and resource sharing for professional staff development for member groups of the Arkansas Youth Development Collaborative.
- P.O.I.S.E. provided districts that refer students through CIRCUIT with training around interventions and evidence-based transition practices, to assist with programming based upon

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the unique needs of the students referred for services.

- P.O.I.S.E. provided parent information sessions to facilitate interventions. During the quarterly meetings, information about P.O.I.S.E. was presented along with dissemination of resource materials.
- P.O.I.S.E. staff provided direct services for students and families. CIRCUIT forwarded 25 requests to P.O.I.S.E., 15 of which were for IEP review and staff participation in IEP design related to behaviors that impact the student in the academic environment.
- P.O.I.S.E. staff participated in student-centered problem solving conferences for each referral received through CIRCUIT. District level P.O.I.S.E. Teams were formalized in referring districts to assist with additional youth that require intense team support to remain in school.
- P.O.I.S.E. staff developed teams in Little Rock, Brinkley and Hot Springs school districts designated as development sites for C.O.R.E.
- P.O.I.S.E. staff provided professional development in Check and Connect, KUDER and student-centered problem solving for two of the three C.O.R.E. pilot districts.
- P.O.I.S.E. convened a stakeholders forum that addressed the needs of youth involved in Alternative Education, Juvenile Justice, and Foster Care. The forum's goal was to convey the benefits of a technical assistance direct service model. The forum was held in partnership with The Clinton Library and the Hamilton Learning Academy.
- Arkansas Transition Services staff participated in the Arkansas Youth Leadership Forum. This event was sponsored by Arkansas Rehabilitation Services with information for one of the sessions presented by a transition consultant. This forum was designed to assist high school students with disabilities to learn leadership and self-determination skills. In the transition session, students were provided the opportunity to learn the importance of disability awareness, goal setting, and self-advocacy skills needed for post-secondary education and the work place.
- The website, www.highschoolmatters.com went online in 2006, and in 2008 the website was redesigned and received a new name, Arkansas Transition Services, accessed at <http://arkansastransition.com>. Each consultant had a focus area, and one consultant served as the webmaster. The website was continually updated.
- Training was provided in districts throughout Arkansas on how to use the Indicator 13 checklist provided by the National Secondary Transition and Technical Assistance Center (NSTTAC). Data obtained was used to improve transition services and is included in a comprehensive assessment training provided to teachers. Teachers were given the complete toolkit from NSTTAC on the Indicator 13 checklist.
- The ADE-SEU and Arkansas Transition Services continued to partner with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post school outcomes. NSTTAC also worked with the State secondary transition team in a "Focus" school, West Memphis High School. In particular, the team worked closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a special education teacher in implementing a Transitions Class. NSTTAC provided financial and technical assistance along with the team from the Arkansas Transition Services. Data was collected and reported to determine what tools, assessments, curricula and practices were most effective.
- Arkansas Transition Services staff provided Person-Centered Planning Training and

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facilitation of meetings.

- Arkansas Transition Services staff provided training for districts on "How to Develop a Transitions Class." Over 75 new Transitions Classes have begun in the state since 2007, with approximately 185 teachers and supervisors receiving the training. Each attendee received a manual that serves as a guide in developing a Transitions Class. "Creating Employment Opportunities for Youth in School Based Work Experience Programs" is a component of the Transitions Class training.
- Arkansas Transition Services staff developed a Transitions II Class Training module. This training assisted teachers in designing unique programs to enhance student growth and outcomes. Teachers were provided a workbook and received in depth training and tools on how to successfully recruit employers in their areas. The training focused on incorporating a community based program into a student's transition plan when that need is indicated.
- Arkansas Transition Services staff conducted Self-Advocacy Strategy Training. The Self-Advocacy Strategy is a motivation and self-determination strategy designed to prepare students for participating in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps for the strategy. Five districts are known to have purchased the curriculum. The strategies are linked to the Indicator 13 Checklist as follows:
 - Item #1: Student participation in identification of postsecondary goals
 - Item #5: Student involvement in identification of strengths, needs, and preferences within the transition assessment process
- Arkansas Transition Services staff conducted TAKE OFF! training (Transition Activities Keeping Effective Options First and Foremost). This training provided teachers with information on how to create and execute an exit portfolio for students with disabilities in their senior year. TAKE OFF! is a set of activities designed to help teachers compile information to create a successful graduation packet. The portfolio training focuses on
 - how students can assist in writing their Summary of Performance (SOP)
 - storing all agency contacts and correspondence in a portfolio
 - maintaining student testing data relative to qualifying assessments for enrollment in post secondary schools
 - activities to engage parents in the transition process

Districts had the opportunity to purchase student, parent and teacher manuals for TAKE OFF! implementation.
- Arkansas Transition Services staff hosted the third annual Arkansas Transition Summit on February 6-7, 2008. The summit provided existing teams and new teams an opportunity to share perspectives on student focused planning and interagency collaboration, in an effort to improve post school outcomes for youth with IEPs. Out-of-state speakers with expertise in these areas presented general sessions and breakout sessions. Arkansas teachers and agency personnel also presented successful programs in an effort to get other teachers to replicate them in their schools. Each team had four separate planning sessions in which to assess their needs, set goals and develop an action plan to achieve those goals. Over 200 participants attended. Local team meetings will be encouraged so teams continue making progress on their plans.

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- Arkansas Transition Services staff conducted College Bound 2008 June 18-20, 2008 at the University of Central Arkansas (UCA) in Conway, AR. Twenty-one students and 12 parents/professionals participated in team activities and heard sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. College Bound 2009 is scheduled for June 17-19, 2009 at UCA.
- Arkansas Transition Services staff implemented a plan to work with the Division on Aging and Adult Services (DAAS) to produce a program to be shown on AETN in the spring of 2009 which will explain more of the transition process including SSI, SSDI, applying for PASS plans, etc. This program will use easy to understand language and will be designed mainly for parents and students in an effort to increase their knowledge and understanding of what is available to them.
- Various consultants participated on CASSP teams around the state.
- Arkansas Transition Services staff planned and conducted Transition orientation nights for parents for each education services cooperative area.
- Arkansas Transition Services staff planned and conducted Transition fairs for students and families to learn about area agencies and services they provide.
- Arkansas Transition Services staff sponsored Transition youth conferences in Southwest Arkansas and Southeast Arkansas in February 2008 with junior and senior high special education students. Training has been developed for others to learn how to conduct such conferences throughout the state.
- Arkansas Transition Services staff submitted proposals for presentations on Transition activities at the state and national levels. Arkansas Transition Services staff were selected and provided presentations and poster sessions on various Transition topics/practices at state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), SEAS Forum, Human Development Center, and National DCDT Conference.
- Arkansas Transition Services staff attended the Secondary Transition State Planning Institute. Members of Arkansas Transition Services attended this annual meeting in May 2008 to continue work on a state plan to improve indicator outcomes. The group will convene again in May 2009.
- Each Transition Consultant provided a monthly newsletter to teachers, supervisors and others in his service area with a focus on transition related issues and highlights of successful programs.
- Arkansas Transition Services staff held College Camp at the University of Arkansas at Little Rock. In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees for a four day college camp for students with hearing impairments. The camp provided a real-life picture of life on a college campus. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination. Arkansas Transition Services will collaborate with PEPNet on a second camp planned for July 2009.
- The ADE Special Education Unit launched the Arkansas Local Education Agency Resource Network (AR-LEARN) to assist in meeting the challenges of providing quality special education services to meet the needs of students in 21st century schools. Based out of the

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

Two of the proposed activities addressing graduation included in the February 2008 SPP were delayed due to outside circumstances. These activities included:

- the P.O.I.S.E. Youth Development Summit 2008, which is being rescheduled to be held in partnership with Arkansas Greater Graduation
- the professional development opportunity through AR-LEARN for behavioral interventions for Secondary students, which is being rescheduled for the 2008-09 school year

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No changes have been made to the proposed targets. Improvement activities, timelines, and resources have been updated to reflect activities across the State. See pages 112-114 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%	100%			
FFY 2007 (2007-2008)	Percent of noncompliance corrected within one year: 100%						
<p>Actual Target Data for 2007-08: a. Number of findings of noncompliance in 2006-07: b. Number of corrections completed as soon as possible but in no case later than one year from identification:</p>					<p>A. 198 B. 198 (198/198)/100 = 100%</p>		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

The target for 2007-08 was 100%. Overall there were 198 findings of noncompliance identified through monitoring and dispute resolution in 2006-07 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.

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Exhibit I-15.1: Indicator B-15 Worksheet for Findings of Noncompliance in FFY 2006				
Indicator	General Supervision System Components	# of Programs Monitored	(a) # of findings of noncompliance identified in FFY 2006 (7/1/2006-6/30/2007)	(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.	73	2	2
2. Percent of Youth with IEPs dropping out of high school.	Dispute Resolution			
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Other: Specify			
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	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	87	5	5

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children with disabilities for greater than 10 days in a school year.	Dispute Resolution	3	3	3
	Other: Specify			
5. Percent of children with IEPs aged 6-21: educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	87	11	11
6. Percent of preschool children aged 3 -5: early childhood placement.	Dispute Resolution	2	2	2
	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.	87	6	6
	Dispute Resolution			
	Other: Specify			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	73	5	5
	Dispute Resolution			
	Other: Specify			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.				
11. Percent of children who were evaluated within 60 days of receiving parental consent to initial evaluation or, if the	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	87	16	16

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must be conducted, within that timeframe				
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.	87	128	128
	Dispute Resolution	20	20	20
	Other: Specify			
Sum the numbers down Column (a) and Column (b)				
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100		(198/198)*100 = 100%		

Activities surrounding Indicator 15 were:

- The *AMI*TM and the monitoring protocol were fully operational in 2007/08; however, there was a server malfunction which limited the use of *AMI*TM.
- The ADE continued the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.
- The ADE continued to monitor IDEA compliance through review of trigger and fiscal data. Internal reviews of LEA policy and practice will be ongoing.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets, improvement activities, timelines, or resources.

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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%	100%			
FFY 2007 (2007-2008)	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% .						(9/9)*100 = 100%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

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 12 signed written complaints received in 2007-08, investigations were conducted and reports were issued for 9 complaints. While 7 reports had findings, all 9 complaint investigation reports were issued within timelines. A total of 3 complaints of the 12 filed were withdrawn or dismissed. There were no complaints pending at the end of the state fiscal year.

Dispute Resolution Section Activities Completed in 2007-08:

Training for all Local Education Agency Special Education Supervisors was held at the Arkansas Association of Special Education Administrators Annual Conference in June of 2008. New Dispute Resolution regulations were presented by Associate Director, Ms. Marcia Harding.

The SEU sent three Hearing Officers to the 29th Annual LRP’s National Institute in Charlotte, North Carolina. One Hearing Officer was sent to San Diego, California for the 2008 Special Education Law

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and Mediation National Training Conference.

The Dispute Resolution Section (DRS) utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE is used to provide technical assistance to the State Hearing Officers on Special Education Issues.

The Dispute Resolution Section subscribes to the Law Review Publication (LRP) for the ADE-SEU office, Arkansas Attorney General's office and the due process complaint Hearing Officers.

A Compliance Specialist was employed on July 1, 2007 by the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the complaint and hearing tracking system to be incorporated into the data warehouse.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2007-08 have been updated in the SPP to reflect activities across the State. See page 134 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>
--

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%	No hearings held			
FFY 2007 (2007-2008)	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 2007-08: 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>(0/0)*100 = No hearings held</p>	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

In 2007-08, there were six hearing requests and zero expedited hearing requests. Zero hearing requests were fully adjudicated while six hearing requests were resolved without a hearing. Of the six resolved without a hearing, six went to resolution sessions resulting in settlement agreements.

Dispute Resolution Section Activities Completed in 2007-08:

Training for all Local Education Agency Special Education Supervisors was held at the Arkansas Association of Special Education Administrators Annual Conference in June of 2008. New Dispute Resolution regulations were presented by Associate Director, Ms. Marcia Harding.

The SEU sent three Hearing Officers to the 29th Annual LRP’s National Institute in Charlotte, North Carolina. One Hearing Officer was sent to San Diego, California for the 2008 Special Education Law and Mediation National Training Conference.

The Dispute Resolution Section utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE is used to provide technical assistance to the State Hearing Officers on Special Education Issues.

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The Dispute Resolution Section subscribes to the Law Review Publication (LRP) for the ADE-SEU office, Arkansas Attorney General's office and the due process complaint Hearing Officers.

A Compliance Specialist was employed on July 1, 2007 by the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the complaint and hearing tracking system to be incorporated into the data warehouse.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2007-08 were updated in the SPP to reflect activities across the State. See page 139 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%	100%			
FFY 2007 (2007-2008)	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%					(6/6) *100 = 100%		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

Arkansas had six hearing requests and zero expedited hearing requests throughout 2007-08. Six of the hearing requests went to resolution sessions with all six resulting in settlement agreements.

Dispute Resolution Section Activities Completed in 2007-08:

Training for all Local Education Agency Special Education Supervisors was held at the Arkansas Association of Special Education Administrators Annual Conference in June of 2008. New Dispute Resolution regulations were presented by Associate Director, Ms. Marcia Harding.

The SEU sent three Hearing Officers to the 29th Annual LRP’s National Institute in Charlotte, North Carolina. One Hearing Officer was sent to San Diego, California for the 2008 Special Education Law and Mediation National Training Conference.

The Dispute Resolution Section utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE is used to provide technical assistance to the State Hearing Officers on Special Education Issues.

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The Dispute Resolution Section subscribes to the Law Review Publication (LRP) for the ADE-SEU office, Arkansas Attorney General's office and the due process complaint Hearing Officers.

A Compliance Specialist was employed on July 1, 2007 by the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the complaint and hearing tracking system to be incorporated into the data warehouse.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2007-08 were updated in the SPP to reflect activities across the State. See page 142 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

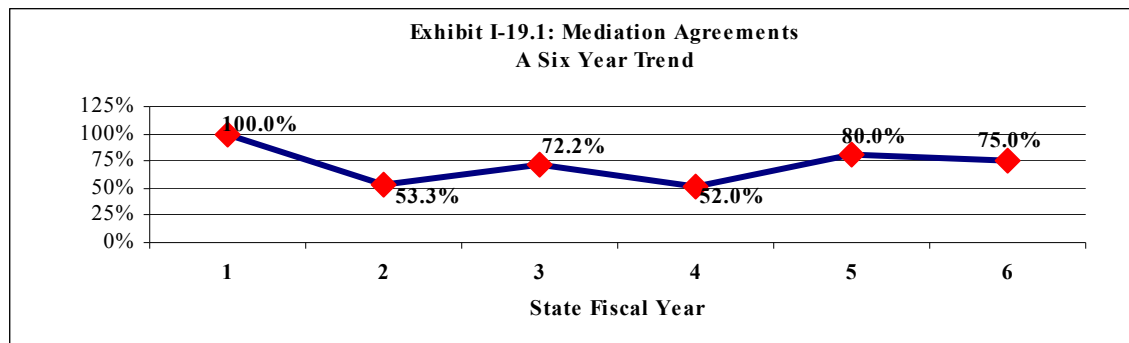
FFY	Measurable and Rigorous Target						
Previous FFY	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010
State Target	72.22%	72.20%	72.5%	73.00%	73.50%	74.00%	75.00%
State Rate	Baseline	52.00%	80.00%	75.00%			
FFY 2007 (2007-2008)	Percent of mediations held that resulted in mediation agreements: 73.00%						
Actual Target Data for 2007-08: Seventy-five percent (75%) of mediations requested resulted in mediation agreements.					$((0+12)/16)*100 = 75\%$		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

The ADE and University of Arkansas at Little Rock Bowen School of Law Mediation Project had 22 mediation requests in 2007-08. One of the mediation requests was related to due process. Sixteen sessions were actually held and 12 of those resulted in agreements. No mediation sessions were pending as of June 30, 2008. Seventy-five percent (75%) of mediations held resulted in mediation agreements, exceeding the anticipated target of 73.00%.

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. An increase in 2006-07 and a slight decline in 2007-08 further illustrate the unpredictability of mediation as displayed in Exhibit I-19.1.

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Dispute Resolution Section Activities Completed in 2007-08:

Training for all Local Education Agency Special Education Supervisors was held at the Arkansas Association of Special Education Administrators Annual Conference in June of 2008. New Dispute Resolution regulations were presented by Associate Director, Ms. Marcia Harding.

The SEU sent three Hearing Officers to the 29th Annual LRP's National Institute in Charlotte, North Carolina. One Hearing Officer was sent to San Diego, California for the 2008 Special Education Law and Mediation National Training Conference.

The Dispute Resolution Section utilizes the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers. CADRE is used to provide technical assistance to the State Hearing Officers on Special Education Issues.

The Dispute Resolution Section subscribes to the Law Review Publication (LRP) for the ADE-SEU office, Arkansas Attorney General's office and the due process complaint Hearing Officers.

A Compliance Specialist was employed on July 1, 2007 by the Dispute Resolution Section to work with schools, parents, mediators, and Due Process Complaint Hearing Officers concerning Complaint Investigations and Due Process Complaint Hearings.

The information technology team of the Grants/Data Management Section continues to work with DRS on the development and implementation of the complaint and hearing tracking system to be incorporated into the data warehouse.

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 2007-08:

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 144 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	100%	100%			
FFY 2007 (2007-2008)	A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports): 100% compliance B. Accurate: 100% compliance.						

<p>Actual Target Data for 2007-08: In 2007-08, Arkansas was 100% compliant with timely and accurate data reporting. All reports were submitted to OSEP on or before the due dates.</p> <p>Arkansas submits data via EDfacts for five of six reports: child count, environment, exiting, personnel, and discipline. Dispute Resolution and Assessment was submitted to the Westat DANS system.</p> <p>The data tables loaded into the Westat DANS system with no errors. Requests for data notes were submitted to Westat.</p> <p>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.</p>	Calculation: A. APR Total B. 618 Total C. Grand Total $(C) / (86) \times 100$ A. 43 APR Total B. 618 43 Total C. 86 Grand Total $(86/86) * 100 = 100\%$
---	--

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Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
		Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)			43
Indicator #20 Calculation					
		A. APR Total		43	
		B. 618 Total		43	
		C. Grand Total		86	
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		100%

Part B State Annual Performance Report (APR) for FFY 07 (2007-08)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for 2007-08

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/>.

Planning for the second Special Education Data Summit to be held in Summer 2009 is well under way. 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 building, classroom, and parent levels. Improved analysis will help eliminate achievement gaps and improve learning of all students. Special Education data collection and analysis will be improved through this federal grant.

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

The Special Education Data Manager attended the OSEP/DAC Data Manager Meeting and other conferences that address data collection for the monitoring priorities.

The IDEA Data & Research Office expanded to include a former contract programmer at APSCN. As an IDEA Data & Research Office employee, the functions of the position remained the same – the development and maintenance of special education modules and the extraction of data required to meet State and USDE requirements. Additionally, a training coordinator position was established to oversee and conduct all trainings related to the use of APSCN and MySped Resource as well as reporting requirements.

The IDEA Data & Research Office disseminates a monthly newsletter. The newsletter discusses upcoming data submissions, training opportunities, and important resources. The newsletter will be e-mailed to all LEA special education supervisors and early childhood coordinators. The first issue was released in September 2007. LEAs have reported favorable responses to the newsletter.

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

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The Director of the IDEA Data & Research Office was invited to serve on the national advisory group for the Data Accountability Center. The Director accepted the offer and attended the first meeting in the fall of 2009

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2007-08:

No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See page 149 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

Part B State Annual Performance Report (APR) for FFY 07 (2007-08)

**Attachment 1: Hearings, Complaints, and Mediation
2007-08**

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	12
(1.1) Complaints with reports issued	9
(a) Reports with findings	7
(b) Reports within timeline	9
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	22
(2.1) Mediations held	
(a) Mediations held related to due process complaints	1
(i) Mediation agreements	0
(b) Mediations held not related to due process complaints	15
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	6
SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	6
(3.1) Resolution meetings	6
(a) Written Settlement agreements	6
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	6
SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (related to disciplinary decisions)	
(4) Expedited due process complaints total	0
(4.1) Resolution sessions	0
(a) Written Settlement agreements	0
(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: 4/22/2008

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4358	36252
4	4424	35698
5	4390	35546
6	4210	35018
7	4219	35217
8	4431	35467
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	7181	71973

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 ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)
3	3914	2239
4	3910	2457
5	3904	2716
6	3721	2711
7	3745	2604
8	3926	2546
HIGH SCHOOL (SPECIFY GRADE: <u> 10 </u>)	4770	2476

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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 ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	408	-9	-9	408
4	474	-9	-9	474
5	457	-9	-9	457
6	447	-9	-9	447
7	441	-9	-9	441
8	447	-9	-9	447
HIGH SCHOOL (SPECIFY GRADE: <u> 10 </u>)	2188	-9	-9	2188

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3	3	-9	-9	30	3
4	5	-9	-9	33	2
5	0	-9	-9	25	4
6	9	-9	-9	31	2
7	2	-9	-9	30	1
8	6	-9	-9	47	5
HIGH SCHOOL (SPECIFY GRADE: _____10____)	0	-9	-9	193	30

¹Invalid 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.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)									
GRADE LEVEL	TEST NAME	Below Basic Achievement Level	Basic Achievement Level	Proficient Achievement Level	Advanced Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL ¹
3	ACTAAP Benchmark	953	1109	989	863	-9	-9	-9	3914
4	ACTAAP Benchmark	1657	796	798	659	-9	-9	-9	3910
5	ACTAAP Benchmark	2032	911	748	213	-9	-9	-9	3904
6	ACTAAP Benchmark	1687	1091	643	300	-9	-9	-9	3721
7	ACTAAP Benchmark	2489	691	435	130	-9	-9	-9	3745
8	ACTAAP Benchmark	3021	438	386	81	-9	-9	-9	3926
HIGH SCHOOL (SPECIFY GRADE: —10—)	End of Course: Algebra/Geometry	1560	2128	942	140	-9	-9	-9	4770

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	_____	_____	_____	_____	_____	_____	_____	_____	_____	10B ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

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

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.

³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	Not Evident	Emerging	Supporting Functional	Functional Independent	Independent	_____	_____	_____	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	Alternate Portfolio	59	68	22	92	167				408	392
4	Alternate Portfolio	75	99	21	58	221				474	456
5	Alternate Portfolio	76	76	29	97	179				457	444
6	Alternate Portfolio	67	67	43	74	196				447	427
7	Alternate Portfolio	68	73	37	68	195				441	411
8	Alternate Portfolio	132	93	46	22	154				447	428
HIGH SCHOOL (SPECIFY GRADE: __10__)	Alternate Portfolio	155	190	444	224	1175				2188	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Functional Independent

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.

² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	3914	-9	-9	408	36	4358
4	3910	-9	-9	474	40	4424
5	3904	-9	-9	457	29	4390
6	3721	-9	-9	447	42	4210
7	3745	-9	-9	441	33	4219
8	3926	-9	-9	447	58	4431
HIGH SCHOOL (SPECIFY GRADE: <u> 10 </u>)	4770	-9	-9	2188	223	7181

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 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 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 12 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 plus column 9.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: 4/22/2008

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4358	36252
4	4424	35698
5	4390	35546
6	4210	35018
7	4219	35217
8	4431	35467
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	3941	31087

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 ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	3916	2239	0
4	3915	2457	0
5	3904	2716	0
6	3728	2711	0
7	3746	2604	0
8	3932	2546	0
HIGH SCHOOL (SPECIFY GRADE: ___11___)	3310	1919	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

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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 ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	408	-9	-9	408
4	474	-9	-9	474
5	457	-9	-9	457
6	447	-9	-9	447
7	441	-9	-9	441
8	447	-9	-9	447
HIGH SCHOOL (SPECIFY GRADE: <u> 11 </u>)	553	-9	-9	553

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3	1	-9	-9	30	3
4	0	-9	-9	33	2
5	0	-9	-9	25	4
6	2	-9	-9	31	2
7	1	-9	-9	30	1
8	0	-9	-9	47	5
HIGH SCHOOL (SPECIFY GRADE: <u> 11 </u>)	0	-9	-9	71	7

¹Invalid 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.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	Below Basic Achievement Level	Basic Achievement Level	Proficient Achievement Level	Advanced Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL ¹
3	ACTAAP Benchmark	2079	868	601	368	-9	-9	-9	-9	-9	3916
4	ACTAAP Benchmark	1487	1535	663	230	-9	-9	-9	-9	-9	3915
5	ACTAAP Benchmark	1957	1302	510	135	-9	-9	-9	-9	-9	3904
6	ACTAAP Benchmark	1962	1277	369	120	-9	-9	-9	-9	-9	3728
7	ACTAAP Benchmark	1713	1688	311	34	-9	-9	-9	-9	-9	3746
8	ACTAAP Benchmark	1952	1453	484	43	-9	-9	-9	-9	-9	3932
HIGH SCHOOL (SPECIFY GRADE: __11__)	ACTAAP Benchmark	1598	1565	147	0	-9	-9	-9	-9	-9	3310

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

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

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3												
4												
5												
6												
7												
8												
HIGH SCHOOL (SPECIFY GRADE: _____)												

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.

³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
3	Alternate Portfolio	55	29	67	195	62	-9	-9	-9	408	392
4	Alternate Portfolio	65	40	89	153	127	-9	-9	-9	474	456
5	Alternate Portfolio	68	42	104	138	105	-9	-9	-9	457	444
6	Alternate Portfolio	42	28	89	83	205	-9	-9	-9	447	427
7	Alternate Portfolio	27	50	109	62	193	-9	-9	-9	441	411
8	Alternate Portfolio	27	95	127	47	151	-9	-9	-9	447	428
HIGH SCHOOL (SPECIFY GRADE: _____)	Alternate Portfolio	22	39	47	33	412	-9	-9	-9	553	475

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.

² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 10B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 10C (ON PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 10D (ON PAGE 15) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	3916	-9	-9	408	34	4358
4	3915	-9	-9	474	35	4424
5	3904	-9	-9	457	29	4390
6	3728	-9	-9	447	35	4210
7	3746	-9	-9	441	32	4219
8	3932	-9	-9	447	52	4431
HIGH SCHOOL (SPECIFY GRADE: <u> 11 </u>)	3310	-9	-9	553	78	3941

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 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 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 12 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 plus column 9.

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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 grid with numbers 0-9 in a 10x4 grid.

RES-LEA grid with numbers 0-9 in a 10x4 grid.

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?

Response grid for question 1 with 7 bubbles and descriptions: 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.

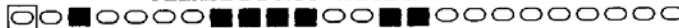
2. Some children have special health needs, a disability, or are delayed in their development. How much do you know about your child's special needs?

Response grid for question 2 with 7 bubbles and descriptions: 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.

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?

Response grid for question 3 with 7 bubbles and descriptions: 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.

PLEASE DO NOT WRITE IN THIS AREA



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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
--	----------	--	----------	--	----------	--

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
--	----------	---	----------	--	----------	--

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
---	----------	---	----------	---	----------	--

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!

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Attachment 2: 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 - FILL IN ONLY ONE

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>