

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



**PART B ANNUAL PERFORMANCE REPORT
2008-09**

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



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 28, 2010

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U.S. Department of Education
ATTN: Janet Scire / Mail Stop 2600
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Scire:

The State of Arkansas Department of Education (ADE) herewith submits its Part B State Performance Plan (SPP) and Annual Performance Report (APR) to the U.S. Department of Education for the Secretary's review in accordance with 20 U.S.C. 1416(b). Each Section of the Arkansas SPP and APR follows the format established by the federal Office of Special Education Programs (OSEP). In addition to these documents, a separate letter is enclosed which addresses required actions resulting from the State's 2008 OSEP Verification Visit.

Arkansas will establish its determination criteria for the four levels of assistance and intervention regarding the performance of local education agencies (LEAs), will apply determinations to the LEAs and notify them by May 30, 2010 of their status. Individual LEA reports will be generated and posted to the ADE special education website along with the SPP and APR.

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

Respectfully,

Marcia Harding
Director
Special Education Division

Enclosures

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Part B State Annual Performance Report (APR) for FFY 08 (2008-09)

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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 2008 began in April 2009 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 2010 by members of the State Advisory Panel.

Following the submission of the Arkansas APR on February 1, 2010, 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 (20 U.S.C. 1416(a)(3)(A))

Measurement: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

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

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>Using the ESEA data, the target for the percent of students with disabilities graduating from high school with a regular diploma as established in the State’s accountability workbook is 77%.</p> <p>Using the IDEA 618 data, the target for the percent of students with disabilities graduating from high school with a regular diploma is 89%.</p> |

Actual Target Data:

ESEA: For 2007-08, the percent of students with disabilities who completed the 12th grade without dropping out of high school is 75.81%.

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

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

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

| Year | Grade | Drop Out Count | Enrollment Count | Drop Out Rate | Completion Rate | Four Year Completion Rate |
|---|-------|----------------|------------------|---------------|-----------------|-----------------------------------|
| 2004-05 | 9 | 51 | 3065 | 0.0166 | 0.9833 | (.9833*.9550*.9234*.8741) *100 |
| 2005-06 | 10 | 205 | 4558 | 0.0449 | 0.9550 | |
| 2006-07 | 11 | 325 | 4247 | 0.0765 | 0.9234 | |
| 2007-08 | 12 | 461 | 3662 | 0.1258 | 0.8741 | |
| Total Special Education Completion Rate for 2007-08 | | | | | | 75.81% |

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| | | |
|--|--|--|
| IDEA 618: In 2008-09, 94.11% of students receiving special education services graduated from high school with a regular diploma. | | |
| Number of youth with IEPs graduating from high school with a regular diploma | Number of youth with IEPs in the 2008-09 enrollment group | Percent of youth with IEPs graduating from high school with a regular diploma |
| 3,335 | 3,565 | 94.11% |

Arkansas is not reporting using the ESEA reported data in EDEN file N/X041 that pre-populated the Consolidated State Performance Report (CSPR). The calculation of the data in N/X041 does not represent a four-year graduation rate; it is considered a four-year completion/non-drop out rate. The formula does not include the actual number of graduates and fails to generate a numerator or denominator resulting in the inability to ascertain the validity and reliability of the graduation rates submitted in files N/X041. Further, this data would not allow Arkansas to meet OSEP's reporting requirements of providing the raw data (numerator and denominator) utilized in the calculation.

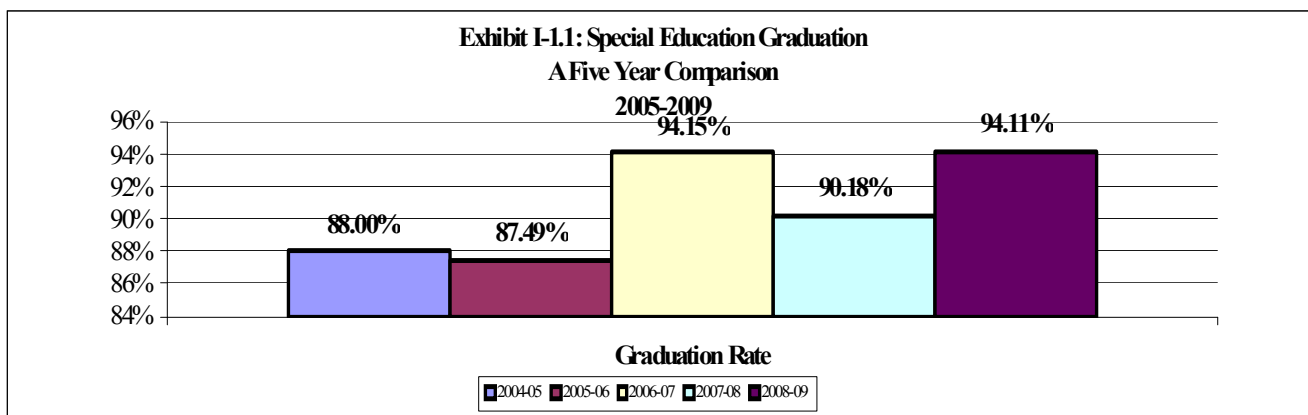
Arkansas will continue to report using the data set previously used until the State is able to submit the ESEA Title I calculation. The IDEA Data & Research Office, on behalf of the SEU, is working with the Research and Technology Unit in establishing the ESEA Title I protocol and procedures for calculating the new graduation rate. The State plans to implement this requirement earlier than required, so all federal reporting requirements across programs can be met.

Describe the method used to collect data: The data for this indicator is collected through the special education module as well as the student management system of the Arkansas Public School Computer Network (APSCN) student information system. This is a single year event rate. The special education exiting data and the student management graduation data are compared and adjusted to ensure the accounting of all students identified as receiving special education who are graduates.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

The target for 2008-09 was 89.00% of youth with IEPs would graduate from high school with a regular diploma. Arkansas exceeded the target by 5 percentage points. As seen in Exhibit I-1.1, the 2008-09 school year graduation rate increased from the 2007-08 and aligns closely with the rate reported for 2006-07.

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Each year, 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.

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-school Outcomes Intervention for Special Education (P.O.I.S.E.), Arkansas Transition Services (ATS) and the Arkansas Local Education Agency Resource Network (AR-LEARN). A summary of their activities for 2008-09 is presented below.

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

Centralized Intake and Referral/ Consultant Unified Intervention Team (CIRCUIT): To identify districts needing additional technical assistance, referrals of students age 14-21 made to the CIRCUIT are forwarded to the Post-school Outcomes Intervention for Special Education (P.O.I.S.E.) team, if appropriate. P.O.I.S.E. assists districts in the development of IEPs for youth that facilitate graduation. 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.

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

Arkansas Greater Graduation Initiative: P.O.I.S.E. participated in the Arkansas Greater Graduation initiative to conduct local Drop-out Summits in 10 targeted local school districts. The Criminal Justice Institute, in collaboration with the ADE conducted trainings for the local districts. The Hot Springs, Pine Bluff, Forest City, Helena, Little Rock and Springdale school districts held local summits in the spring of 2009. The Summits focused on awareness of the drop-out problem among sub groups and local capacity to develop solutions.

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

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

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

P.O.I.S.E. Website: The P.O.I.S.E. website was updated to include a drop out prevention focus and information on parental involvement priorities.

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

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

Changing Outcomes through Retention Elements (C.O.R.E.): The C.O.R.E. project began to provide interventions in three Arkansas school districts for an initial cohort of ninth graders failing the first semester of the 2007-08 school year. In 2008-09, the C.O.R.E. project expanded to include select high schools in the Little Rock School District, the largest district in the State, as well as the continued participation of the three initial districts. 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.

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

General activities of Arkansas Transition Services (ATS) were:

- Participation in local team meetings to encourage transition teams to continue making progress on their plans.
- Participation of various consultants on Child and Adolescent Service system program (CASSP) Teams around the State. Consultants on CASSP teams served approximately 30 students.
- Plan and conduct Transition Orientation Night for Parents for each education cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level— Arkansas Transition Services has provided presentations and poster sessions on various Transition topics/practices at several state/national conferences including:
 - National DCDT Conference, “Brewing Best Practices in Transition,” in Milwaukee, WI, October 16-17, 2008
 - 2008 DD Conference Presented by the DD Network, "Community - Together It's Better: Together Everyone Achieves More," Arlington Hotel, Hot Springs, AR., October 16-17, 2008
 - Tenth Annual Arkansas Conference for Parent Education and Parental Involvement, Hot Springs Convention Center, Hot Springs, AR., October 20-22, 2008
 - AR-DCDT Pre-Conference at AR-CEC in Hot Springs, AR; The KUDER Assessment, November 12, 2008
 - AR-CEC Conference, "Weaving Changes for the Future," Hot Springs Convention Center, November 13-14, 2008

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

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) was provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 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. As the result of the training, five districts have purchased the curriculum. This training is available at any time upon a district's request.

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

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Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

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

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

College Bound 2009: This activity was held June 17-19, 2009 at the University of Central Arkansas (UCA). Seventeen students and 14 parents and professionals participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

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

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

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

LEA Consultation: Arkansas Transition Services consultants provided upon request approximately 60 consultations to districts throughout the state. These consultations consisted of information sharing, file

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reviews, classroom set up and general planning for the transition process. Some consultants provided these services on a monthly basis to ensure ongoing technical assistance.

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

Secondary Transition State Planning Institute: Members of Arkansas Transition Services attended this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve data collection processes in an effort to improve post school outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Drop Out Prevention Center and the National Post-School Outcomes Center.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops cut across many APR indicators.

Workshops included:

- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans

AR-LEARN conducted numerous workshops targeting the instruction of students with Autism.

Workshops included:

- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

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 pages 7 and 10-14 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 (20 U.S.C. 1416(a)(3)(A))

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

In accordance with Arkansas Code Annotated §6-15-503, the calculated school enrollment census (October 1 through September 30) total for students grade 7-12, 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). Currently, this is an event calculation and does not follow a cohort.

| FFY | Measurable and Rigorous Target |
|-----------------|--|
| FFY 2008 | <p>The target for the percent of youth with IEPs dropping out of high school is 4.28%.</p> <p>FFY 2008 reporting represents a new baseline for the indicator due to the changes in the measurement requiring the use of ESEA reported data. For 2008-09 the alignment matches the requirements of the Consolidated State Performance Report (CSPR). The CSPR uses the Common Core of Data (CCD) required drop out data for students in grades 7-12, which reports one-year in arrear. The reporting requirements differ from previous IDEA reporting, which included the most current school year and students ages 14-21, which equated to grades 9-12.</p> |

Actual Target Data:

In 2007-08, 4.28% of students in grades 7-12 receiving special education services dropped out of school.

Note: Dropout is reported a year in arrear beginning with the FFY 2008 State Performance Plan and Annual Performance Report. This change aligns the Individuals with Disabilities Education Act (IDEA) with the Elementary & Secondary Education Act (ESEA) dropout rate.

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

| Number of youth with IEPs dropping out of high school | Number of youth with IEPs in grades 7-12 enrollment (Oct. count). | Percent of youth with IEPs dropping out of high school |
|--|--|---|
| 1,129 | 26,353 | 4.28% |

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Based on the ESEA data for students in grades 7-12, in 2007-08 the special education drop out rate was 4.28%. Previous reporting was based on the IDEA submitted data for youth with IEPs age 14-21 which is equivalent to students in grades 9-12. Since the two data sets are not comparable, no explanation of progress or slippage can be provided.

The ADE Special Education Unit (SEU) is concerned about how students are identified as being a student with a disability for the drop out calculation. It is unclear if students with a disability are identified based on October 1 enrollment or status at the time of dropping out. Student status is essential to the calculation since many students are dismissed from special education services in grades 7-12. Another concern is the exclusion of non-graded students in the calculation. Arkansas allows students to have a non-graded status. While the non-graded status codes are not routinely used in the elementary and middle school grades, they are used for students who remain in high school beyond 4 years. Excluding these students from the calculation reduces the denominator which would artificially increase drop out rate. There is a standard calculation for determining the grade level which the SEU believes should be applied so all special education students in grades 7-12 are counted. The SEU and the IDEA Data & Research Office at the University of Arkansas at Little Rock (UALR) will work closely with the APSCN and Data Administration and Reporting Section to develop a process for identifying students with a disability who drop out of school.

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-School Outcomes Intervention for Special Education (P.O.I.S.E.) and Arkansas Transition Services (ATS). A summary of their activities for 2008-09 is presented below.

The Monitoring/Program Effectiveness (M/PE) Section: The M/PE section of the Special Education Unit reviews districts' dropout data via the Monitoring Profiles to ascertain each district's status with regard to dropout. The data used for the Monitoring Profiles is the most recent IDEA data available (i.e. 2008-09). 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 dropout, the monitoring staff works with the districts to develop strategies and actions in their ACSIP.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): To identify districts that need additional technical assistance, referrals of students ages 14-21 to the CIRCUIT are forwarded to the Post-School Outcomes Intervention for Special Education (P.O.I.S.E.) team, if appropriate. In 2008-09, P.O.I.S.E received 26 referrals through CIRCUIT. P.O.I.S.E. assists districts in the development of IEPs for youth that facilitate graduation. 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.

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

Arkansas Greater Graduation Initiative: P.O.I.S.E. participated in the Arkansas Greater Graduation initiative to conduct local Drop-out Summits in 10 targeted local school districts. The Criminal Justice

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Institute, in collaboration with the ADE conducted trainings for the local districts. The Hot Springs, Pine Bluff, Forest City, Helena, Little Rock and Springdale school districts held local summits in the spring of 2009. The Summits focused on awareness of the drop-out problem among sub groups and local capacity to develop solutions.

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participation of the three initial districts. Participation in the C.O.R.E. project is voluntary but districts must commit to the intervention strategies. For students to be considered at risk of dropping out of school they must be in the ninth grade and have failed at least one core subject area – English, mathematics, science, or social studies.

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- Plan and conduct Transition Orientation Night for Parents for each education cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level— Arkansas Transition Services has provided presentations and poster sessions on various Transition topics/practices at several state/national conferences including:
 - National DCDT Conference, “Brewing Best Practices in Transition,” in Milwaukee, WI, October 16-17, 2008
 - 2008 DD Conference Presented by the DD Network, "Community - Together It's Better: Together Everyone Achieves More," Arlington Hotel, Hot Springs, AR., October 16-17, 2008
 - Tenth Annual Arkansas Conference for Parent Education and Parental Involvement, Hot Springs Convention Center, Hot Springs, AR., October 20-22, 2008
 - AR-DCDT Pre-Conference at AR-CEC in Hot Springs, AR; The KUDER Assessment, November 12, 2008
 - AR-CEC Conference, "Weaving Changes for the Future," Hot Springs Convention Center, November 13-14, 2008

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

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) was provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 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. As the result of the training, five districts have purchased the curriculum. This training is available at any time upon a district's request.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training was introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating

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

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

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

College Bound 2009: This activity was held June 17-19, 2009 at the University of Central Arkansas (UCA). Seventeen students and 14 parents and professionals participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

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

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

A second Cadre meeting was held in June 2009. This meeting provided professional development in

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Agency Collaboration and an opportunity to update team plan progress and plan for the October Summit. NSTTAC consultants along with a consultant from Oklahoma presented on topics including team work, parent involvement and planning of the Transition Summit.

LEA Consultation: Arkansas Transition Services consultants provided upon request approximately 60 consultations to districts throughout the state. These consultations consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided these services on a monthly basis to ensure ongoing technical assistance.

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

Secondary Transition State Planning Institute: Members of Arkansas Transition Services attended this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve data collection process in an effort to improve post school outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Drop Out Prevention Center and the National Post-School Outcomes Center

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops cut across many APR indicators.

Workshops included:

- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans

AR-LEARN conducted numerous workshops targeting the instruction of students with Autism.

Workshops included:

- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

The targets for drop out were revised to reflect the new reporting requirements. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 18 and 22 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 the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards. (20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

| FFY | Measurable and Rigorous Target | | | | | | | | | |
|--|--|-------|---|-------|--------|-------|---|-------|--------|-------|
| FFY 2008 | Districts Meeting AYP for Disability Subgroup (3A) | | Participation for Students with IEPs (3B) | | | | Proficiency for Students with IEPs (3C) | | | |
| Targets for FFY 2008 | 16.67% (baseline) | | Reading | | Math | | Reading | | Math | |
| | | | 95% | | 95% | | 32.40% | | 38.10% | |
| Actual Target Data for FFY 2008 | # | % | # | % | # | % | # | % | # | % |
| | 4 of 24 | 16.67 | 28,111 | 98.59 | 31,054 | 98.02 | 6,500 | 24.99 | 11,010 | 38.29 |

Actual Target Data for FFY 2008:**3.A - AYP**

Percent of the districts with a disability subgroup that meets the State’s minimum “n” size and meets the State’s AYP targets for the disability subgroup is 16.67%.

| Year | Total Number of Districts | Number of Districts Meeting the “n” size | Number of Districts that meet the minimum “n” size and met AYP for FFY 2008 | Percent of Districts |
|----------|---------------------------|--|---|----------------------|
| FFY 2008 | 264 | 24 | 4 | 16.67% |

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3.B - Actual Participation Data for FFY 2008**Math Assessment**

| | | Grade | Grade | Grade | Grade | Grade | Grade | Grade | Total | |
|---|--|-------|-------|-------|-------|-------|-------|-------|--------|---------|
| | | 3 | 4 | 5 | 6 | 7 | 8 | HS | # | % |
| a | Children with IEPs | 4,096 | 4,358 | 4,145 | 4,121 | 4,019 | 4,052 | 6,890 | 31,681 | 100.00% |
| b | IEPs in regular assessment with no accommodations | 1,566 | 1,302 | 1,119 | 1,008 | 1,040 | 1,199 | 2,030 | 9,264 | 29.24% |
| c | IEPs in regular assessment with accommodations | 2,020 | 2,553 | 2,508 | 2,600 | 2,448 | 2,329 | 2,332 | 16,790 | 53.00% |
| d | IEPs in alternate assessment against grade-level standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| e | IEPs in alternate assessment against modified standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| f | IEPs in alternate assessment against alternate standards | 446 | 450 | 482 | 484 | 473 | 463 | 2,202 | 5,000 | 15.78% |
| g | Overall (b+c+d+e+f) Baseline | 4,032 | 4,305 | 4,109 | 4,092 | 3,961 | 3,991 | 6,564 | 31,054 | 98.02% |
| Children included in a but not included in the other counts above* | | | | | | | | | | |
| Account for any children with IEPs that were not participants in the narrative. | | 64 | 53 | 36 | 29 | 58 | 61 | 326 | 627 | 1.98% |

Reading Assessment

| | | Grade | Grade | Grade | Grade | Grade | Grade | Grade | Total | |
|---|---|-------|-------|-------|-------|-------|-------|-------|--------|---------|
| | | 3 | 4 | 5 | 6 | 7 | 8 | 11 | # | % |
| a | Children with IEPs | 4,096 | 4,358 | 4,145 | 4,121 | 4,019 | 4,052 | 3,723 | 28,514 | 100.00% |
| b | IEPs in regular assessment with no accommodations | 1,566 | 1,302 | 1,119 | 1,008 | 1,040 | 1,199 | 1,068 | 8302 | 29.12% |
| c | IEPs in regular assessment with accommodations | 2,020 | 2,553 | 2,508 | 2,600 | 2,448 | 2,329 | 2,012 | 16,470 | 57.76% |

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| | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|--------|--------|
| d | IEPs in alternate assessment against grade-level standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| e | IEPs in alternate assessment against modified standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| f | IEPs in alternate assessment against alternate standards | 446 | 450 | 482 | 484 | 472 | 463 | 543 | 3,340 | 11.71% |
| g | Overall (b+c+d+e+f) Baseline | 4,032 | 4,305 | 4,109 | 4,092 | 3,960 | 3,991 | 3,623 | 28,112 | 98.59% |
| Children included in a but not included in the other counts above | | | | | | | | | | |
| | Account for any children with IEPs that were not participants in the narrative. | 64 | 53 | 36 | 29 | 59 | 61 | 100 | 402 | 1.41% |

3.C – Actual Performance Target Data for FFY 2008

Math Assessment

| | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade HS | Total | |
|---|--|------------|------------|------------|------------|------------|------------|-------------|--------|---------|
| | | # | # | # | # | # | # | # | # | % |
| a | Children with IEPs | 3,756 | 3,994 | 3,817 | 3,796 | 3,612 | 3,661 | 6,118 | 28,754 | 100.00% |
| b | IEPs in regular assessment with no accommodations | 982 | 720 | 447 | 404 | 230 | 213 | 537 | 3,533 | 12.29% |
| c | IEPs in regular assessment with accommodations | 737 | 731 | 553 | 739 | 345 | 276 | 629 | 4,010 | 13.95% |
| d | IEPs in alternate assessment against grade-level standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| e | IEPs in alternate assessment against modified standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| f | IEPs in alternate assessment against alternate standards | 338 | 330 | 318 | 305 | 278 | 218 | 1,680 | 3,467 | 12.06% |
| g | Overall (b+c+d+e+f) Baseline | 2,057 | 1,781 | 1,318 | 1,448 | 853 | 707 | 2,846 | 11,010 | 38.29% |

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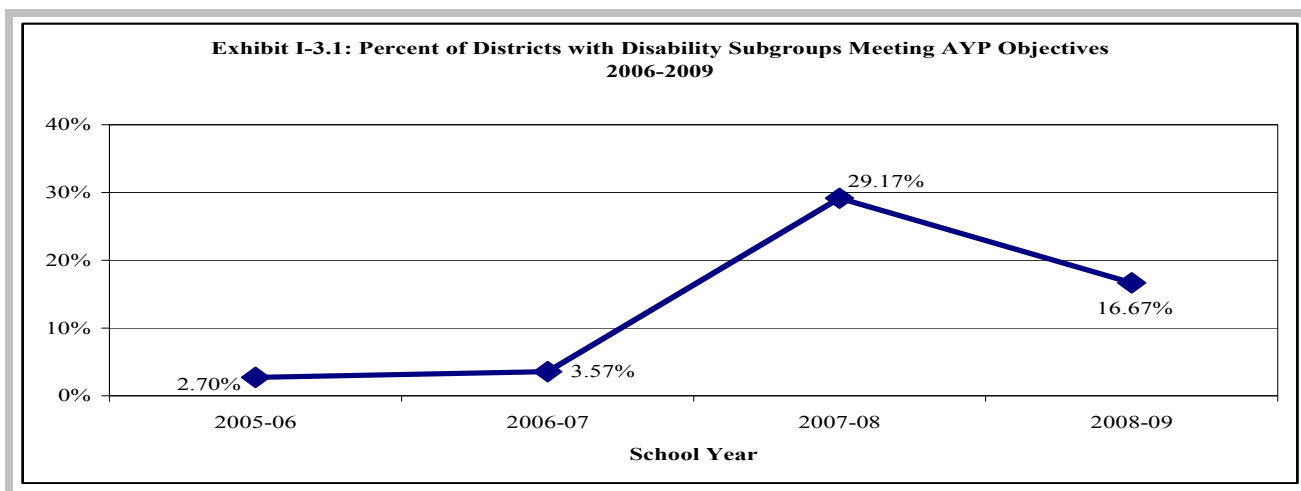
Reading Assessment

| | | Grade | Grade | Grade | Grade | Grade | Grade | Grade | Total | |
|---|--|-------|-------|-------|-------|-------|-------|-------|--------|---------|
| | | 3 | 4 | 5 | 6 | 7 | 8 | 11 | # | % |
| a | Children with IEPs | 3,756 | 3,994 | 3,817 | 3,796 | 3,612 | 3,661 | 3,379 | 26,015 | 100.00% |
| b | IEPs in regular assessment with no accommodations | 661 | 572 | 380 | 250 | 180 | 267 | 79 | 2,389 | 9.18% |
| c | IEPs in regular assessment with accommodations | 203 | 289 | 279 | 261 | 203 | 334 | 88 | 1,657 | 6.37% |
| d | IEPs in alternate assessment against grade-level standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| e | IEPs in alternate assessment against modified standards | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| f | IEPs in alternate assessment against alternate standards | 308 | 327 | 355 | 361 | 345 | 307 | 451 | 2,454 | 9.43% |
| g | Overall (b+c+d+e+f) Baseline | 1,172 | 1,188 | 1,014 | 872 | 728 | 908 | 618 | 6,500 | 24.99% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:**AYP:**

The 2008-09 AYP rate for Arkansas districts with disability subgroups is 16.67%. This rate represents Arkansas' new AYP baseline. Previously, Arkansas reported AYP for each of two categories, mathematics and reading, which is in the State's Accountability Workbook. However, this does not align with the APR Part B Indicator Measurement Table for FFY2008. The IDEA Data & Research Office examined the Arkansas AYP results for 2005-06, 2006-07, 2007-08, and 2008-09 to determine a combined literacy and mathematics AYP status for each LEA annually as a guide for establishing new targets using the new methodology. The four year history of AYP rates for districts with disability subgroups is presented in Exhibit I-3.1.

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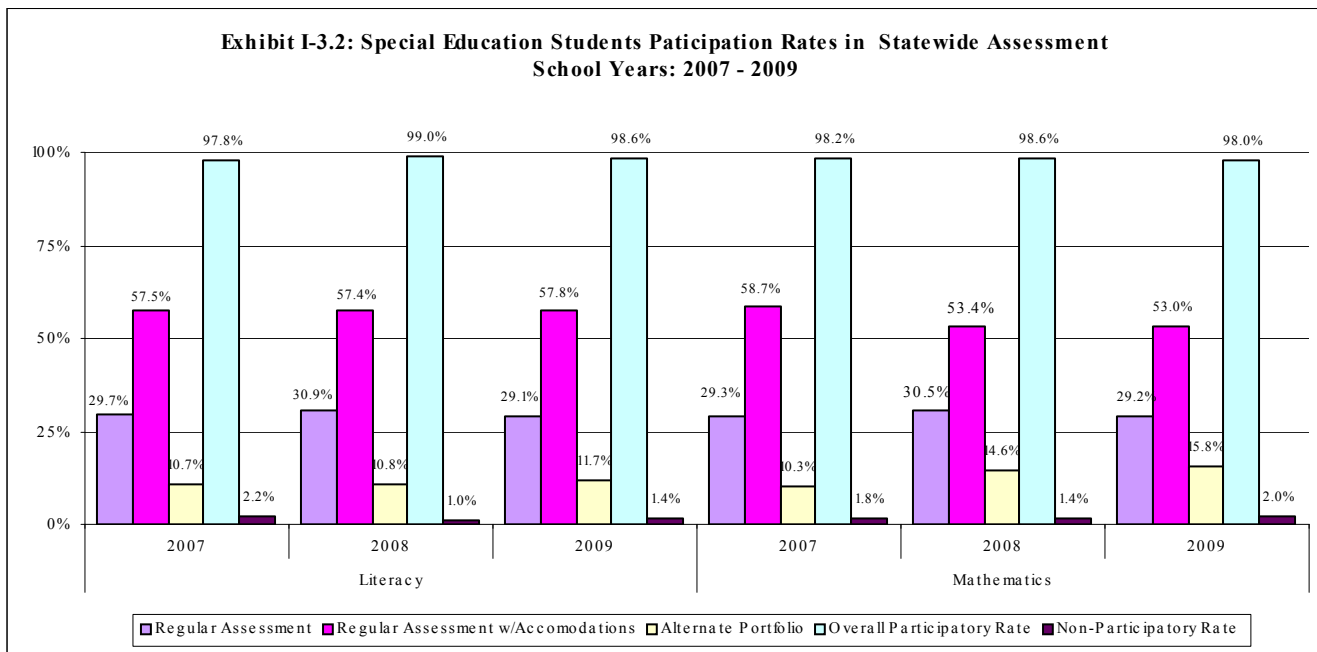
As illustrated in Exhibit I-3.1, in 2007-08 Arkansas saw a dramatic increase in the number of districts with disability subgroups meeting AYP. This was in part due to the inclusion of the high school math alternate portfolio. Although the 2008-09 AYP fell 42.52% from the previous year, it is an increase of 517.41% from the AYP rate in 2005-06.

Participation: Mathematics

The participation target is 95%; the 2008-09 participation rates fell slightly to 98.02% from 98.61% in 2007-08 (Exhibit I-3.2). The slight decline for participation was due, in part, to one district having a natural disaster during the testing period. Arkansas recognizes the need for continual efforts to ensure all students with disabilities participate in statewide assessments.

The rate of students with disabilities participating in statewide mathematics assessments has remained relatively steady with less than a one percentage point shift for the last three years. The ADE Curriculum, Assessment And Research Unit, in conjunction with the Special Education unit, continues to provide intensive training 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.

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Literacy

The participation target is 95%; the 2008-09 participation rates fell slightly to 98.59% from 99.02% in 2007-08 (Exhibit I-3.2). The slight decline for participation was due, in part, to one district having a natural disaster during the testing period. Arkansas recognizes the need for continual efforts to ensure that all students with disabilities participate in statewide assessments.

The rate of students with disabilities participating in statewide literacy assessments has remained relatively steady. The ADE Curriculum, Assessment And Research Unit, in conjunction with the Special Education unit, continues to provide intensive training 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.

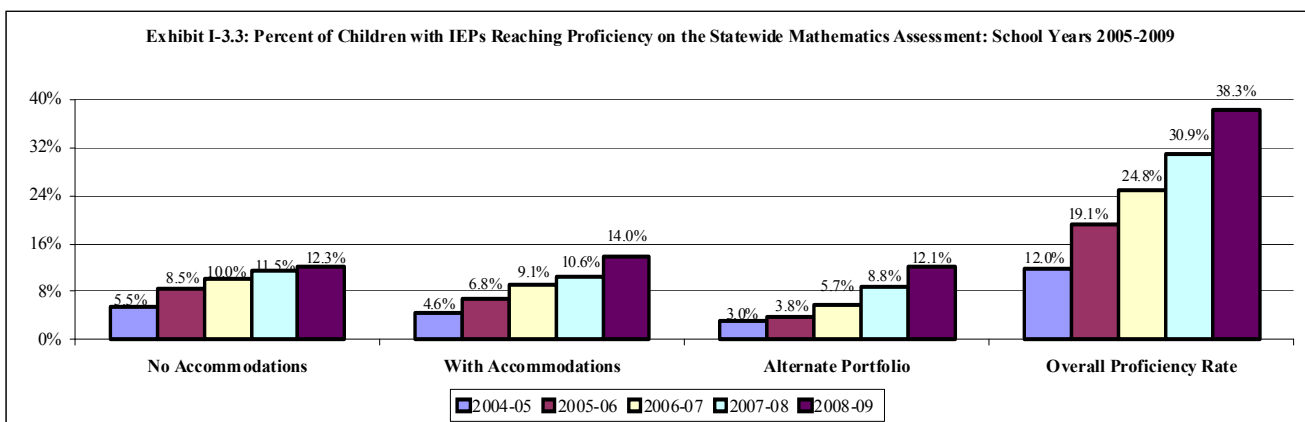
Performance Proficiency:

The reporting of proficiency is now based on students who were enrolled in their school district for a full academic year. With this change, the proficiency rate for students with disabilities increased both in mathematics and literacy for 2008-09. The increases in the proficiency scores illustrate a continual improvement, but this increase in literacy was not sufficient to meet the target of 32.40% 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.

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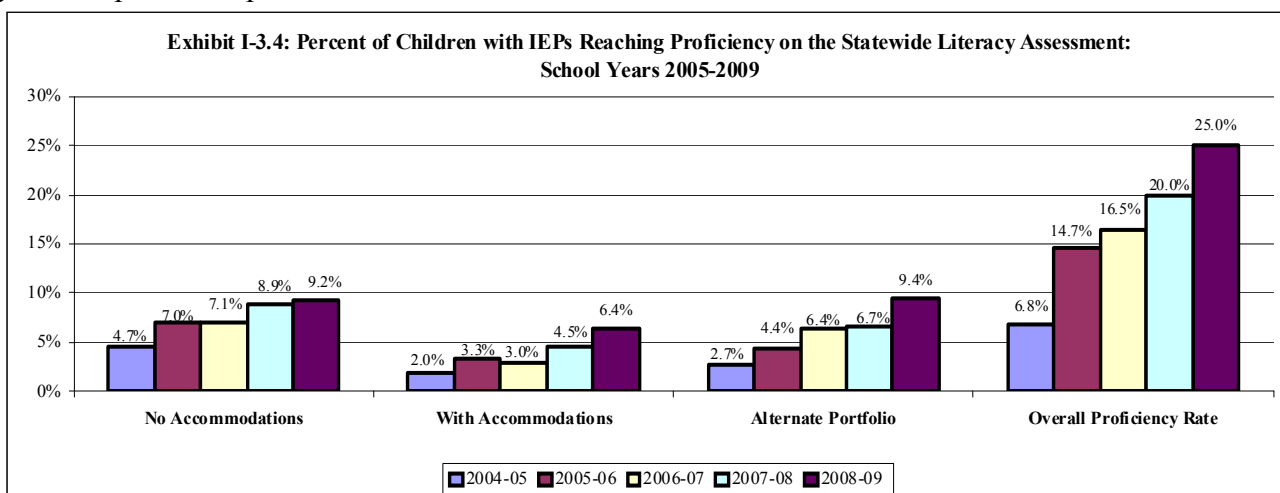
Mathematics

Arkansas’ NCLB plan outlines a 6.52 percentage point annual gain for all students in mathematics; therefore, the target for 2008-09 for students with disabilities is 38.10%. The mathematics proficiency rate reached 38.29%, exceeding the state target by 0.19 percentage points. Additionally, the 2008-09 rate is an increase of 24.08% from 2007-08 and a 215.55% increase since the 2004-05 school year. Exhibit I-3.3 displays a five-year comparison of mathematics proficiency.



Literacy

The percent point annual gain in literacy for all students under Arkansas’ NCLB plan is 6.41; therefore, the target for 2008-09 for students with disabilities is 32.40%. The overall literacy proficiency rate reached 24.99%, a 25.27% increase from the previous year and a 269.67% increase since the 2004-05 school year. Although the increase is substantial it is still below the State’s target for literacy. A five-year comparison is presented in Exhibit I-3.4.



Activities completed in FFY 2008 include:

Statewide Video Broadcast: A 3 hour statewide video broadcast in September 2008 provided specific information on assessment processes for both the benchmark and the alternate portfolio. This was broadcast to all of the regional Educational Service Cooperatives and other agencies equipped to receive

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the signal from the ADE studio. This training was presented by Charlotte Marvel of the Assessment and Curriculum Unit and Tom Hicks of the Special Education Unit. Interactive time was allowed for questions at the conclusion of the session. Additionally, regional assessment trainings were held in the spring of 2009 by the ADE Assessment Unit at the following locations: Fort Smith, Mountain Home, Jonesboro, Forrest City, Monticello, Hope and Little Rock.

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

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

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

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention Project, a collaborative effort of the SPDG, ADE, and the University of Central Arkansas' Mashburn Center for Learning, continued its focus on adolescent literacy in 2008-2009 by providing professional development and follow up to secondary educators (general and special education) in the Strategic Instruction Model (SIM). During Years 5 and 6 the Arkansas Adolescent Literacy Intervention Project expanded to include seven middle and high schools with 219 teachers participating in Strategic Instruction Model (SIM) training/implementation by the middle of Year 6. Nine SIM Apprentice Professional Developers completed the SIM Potential Professional Developer Institute and became fully certified SIM Professional Developers at the end of Year 6. This will dramatically increase Arkansas' capacity to offer SIM professional development across the state to general and special educators enabling them to better support Arkansas' struggling adolescent learners.

Literacy Intervention Program Menu: The Literacy Intervention Program Menu was developed in Year 5

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

Arkansas Reading First Model: Professional development specifically designed to support the Arkansas Reading First Model is provided for teachers in grades K-3 in qualifying schools; however, K-12 special education teachers statewide are also targeted to participate in this high quality research-based professional development. This provides participating special education teachers an added degree of expertise in the teaching of reading and literacy. During Years 2-5 and Year 6 (no-cost extension year), the SIG/SPDG, Arkansas Reading First staff, and staff from the ADE K-12 Literacy Unit and Professional Development Unit partnered in supporting scientifically-based literacy strategies, with the SIG/SPDG staff taking the lead for non-responding students. In addition to being fused into other SPDG professional development and consultation, eighteen statewide, regional and school-based trainings involving a combination of the RIDE, Arkansas Literacy Matrix, Closing the Achievement Gap and *ChartMaker* were held for 763 school district participants during Years 5-6.

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

Home Based Literacy and Partners in Literacy Trainings: During Years 5-6, 14 Home Based Literacy and Partners in Literacy trainings were conducted for 340 parents including three Train the Trainer Workshops attended by 32 Parent Mentors which produced 11 certified Parent Mentor Trainers. Participant ratings were available for 12 of the 14 trainings (302 participants). All (100%) of the 12 trainings received a rating of 4.0 or higher on a 5-point scale on the item “the likelihood that the training content would be used,” with an average rating of 4.6. The certified Parent Mentor Trainers held three Home-Based Literacy Program presentations of their own with a total of 67 participants.

Literacy Practices and Trainings: A total of 10 Effective Literacy Practices (136 participants) and four Using Web-Based Literacy trainings (291 participants) were provided during Years 5-6. Participant ratings were available for 8 of these trainings (217 participants). All (100%) of these trainings received a rating of 4.0 or more on a scale of 5 on the item “the likelihood that the training content would be used,” with an average rating of 4.7.

SPDG activities related to academic proficiency had more than 3,600 participants.

- SPRINT Training – 387 participants
- SIM Content Enhancement Routines – 335 participants
 - Frame Routine
 - Unit Organizer
 - Word Mapping
 - Clarifying Routine, Quality Assignment Routine
 - Concept Comparison Routine
 - Concept Mastery Routine

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- Question Exploration Routine
- SIM Learning Strategies – 319 participants
 - Paragraph Writing
 - First Letter Mnemonic
 - LINC'S Vocabulary
 - Fundamentals of Sentence Writing
 - Paraphrasing
 - Sentence Writing
 - Word ID
 - SIM Overview and Sentence Writing
- Using Web-based Literacy Intervention Resources – 291 participants
- AR Literacy Matrix & RIDE – 69 participants
- RIDE: Reading Intervention Bank & Chartmaker – 30 participants
- Effective Content Literacy Practices for Struggling Learners – 18 participants
- Effective Content Literacy Practices for Secondary Struggling Learners – 30 participants
- Effective Content Literacy Practices for Elementary Struggling Learners – 36 participants
- Effective Literacy Practices for Struggling Readers & Closing the Achievement Gap – 15 participants
- Home Based Positive Behavior/Partners in Positive Behavior – 725 participants
- Closing the Achievement Gap – 114 participants
- Onsite Consultations/Training – 900 Participants
- Partners in Literacy – 18 participants
- Research Based Effective Classroom Practices – 30 participants
- Response to Instruction – 60 participants

Other workshop titles included:

- Administering & Analyzing the DIBELS Oral Reading Fluency Assessment
- RtI: Early Intervention Services, Data-based Decision Making, Evidence-based Practice, and the SPRINT Process
- The PBSS SPRINT Process
- The PBSS Stop and Think Social Skills Training
- Stop and Think Social Skills Overview for Classified Staff
- Partners in Positive Behavior
- Closing the Achievement Gap & ChartMaker
- Stop & Think Parenting
- Arkansas CTAG (RtI/SPRINT) Model
- The School Prevention, Review, and Intervention Team (SPRINT) Process
- ADDRESS Data Entry and Analysis
- Effective Literacy Practices & Closing the Achievement Gap
- PBSS Implementation Planning
- Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students
- PBSS in the Arkansas Closing the Achievement Gap Model

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The 2008 Special Show: The 2008 Special Show was held in Hot Springs, AR July of 2008 with a theme of planning for the future. Several sessions were devoted to assessment including portfolio preparations, alignment of standards to assessment, and other aspects of the assessment system in the state. More than 2000 participants attended this conference.

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

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

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand and assist LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops cut across many APR indicators.

Workshops related to assessment included:

- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Autism Diagnostic Observation System (ADOS)

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

There were revisions to the AYP targets. Previously, Arkansas reported AYP for each of two categories, mathematics and reading, which is in the State's Accountability Workbook. However, this does not align with the APR Part B Indicator Measurement Table for FFY2008. The IDEA Data & Research Office examined the Arkansas AYP results for 2005-06, 2006-07, 2007-08, and 2008-09 to determine a combined literacy and mathematics AYP status for each LEA annually as a guide for establishing new targets using the new methodology. Improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See pages 32-33 and 36-38 of the SPP.

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Monitoring Priority: FAPE in the LRE

Indicator 04: Rates of Suspension and Expulsion

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

Measurement:

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

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

Include State’s definition of “significant discrepancy.”

Note: This indicator is now being reported a year in arrear. 4B is new for FFY 2009. Baseline, targets and improvement activities are to be provided with the FFY 2009 APR, due February 1, 2011.

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100: 7.11%</p> <p>B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100: N/A</p> |

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Definition of Significant Discrepancy and Methodology

An LEA with a comparative percentage point difference greater than 1.24 is identified as having a significant difference. Arkansas collects discipline data at the building level for all students through the Arkansas Public School Computer Network (APSCN). Discipline data are submitted to APSCN during Cycle 7 (June) each year. Upon closing the cycle, the ADE Special Education Unit receives two data pulls, an aggregate unduplicated count of all students by race meeting the greater than 10 days out-of-school suspensions or expulsions and a student level file for children with disabilities which is aggregated into the 618 reporting. The two sets of data allow for the comparative analysis. Formula: Suspension/expulsion rate for children with disabilities – Suspension/expulsion rate for all students = Difference between Special Education & all students.

In addition, weighted risk ratios are calculated to identify if any district is suspending or expelling students of a racial/ethnic group at a greater rate than other racial/ethnic groups. An LEA with a weighted risk ratio greater than 4 is identified as having a significant difference for 4B.

Actual Target Data:

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%.

| Total Number of LEAs | Number of LEAs that have Significant Discrepancies | Percent |
|----------------------|--|---------|
| 255 | 30 | 11.76% |

Review of Policies, Procedures, and Practices: For each of the 30 LEAs that the State identified, in 2007-08, as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the State reviewed LEAs policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards via an LEA self assessment and its Arkansas Comprehensive School Improvement Plan (ACSIP). The State verified each LEA's self assessment and ACSIP through desk audits and/or onsite visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in five findings of noncompliance. The noncompliance was related to practice and each LEA, under the State's direction, took corrective steps to ensure compliance in one or more of the following areas:

- The LEA is conducting functional behavior assessments and implementing a behavior intervention plan on students with disabilities (SWD) if the manifestation determination review determines the behavior was a manifestation of the disability.
- The LEA is reviewing previously developed behavior intervention plans for SWD if the manifestation determination review determines the behavior was a manifestation of the disability.
- The LEA will consider all factors such as the child's behavior in previous incidents that resulted in a series of removals, the length of each removal, total amount of time removed, and the proximity of the removals to one another before removing the student for more than

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10 cumulative days during the school year or the child has been subjected to a series of removals that constitute a pattern totaling more than 10 days in a school year.

- The LEA will conduct a manifestation determination within 10 school days of any decision to change the placement on students who violate a code of student conduct.

LEAs were required to submit plans addressing the non-compliance to the SEU and the M/PE staff verified the implementation of the plans via follow-up visits prior to clearing the non-compliance within the one-year timeline.

Each identified district conducts a self assessment of policy, procedures, and practices which is submitted to the ADE Special Education Unit's Monitoring and Program Effectiveness (M/PE) section. The self assessments are reviewed by a single contractor to ensure continuity and reliability of the process. The reviewer specifically looks for procedural safeguards related to discipline, functional behavior assessments, positive behavioral support, and intervention planning as well as if the district is accessing the Arkansas Behavioral Intervention Consultants (BICS). If any questions arise, the reviewer contacts the district for clarification and requests a resubmission if necessary. If a district fails to comply with any requests made by the reviewer, the Associate Director of Special Education is notified for further action.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during FFY 2008:

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 number of districts triggering on suspension/expulsion rose from 19 districts to 30. The State failed to meet the target of 7.11% by 4.65 percentage points. This is a significant slippage and a root cause analysis has been conducted to identify underlying issues. However, relative to the 2007-08 data, an initial examination of the 2008-09 data (22 districts) revealed a re-alignment of the rate with previous years resulting in a 26.66% rate of improvement.

Many factors influence the rate of suspension and expulsion. As previously reported one area that is a continual struggle in these economic times is the availability of funds 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

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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. Data validity and reliability is another influential factor. 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.

Another factor could be changes in personnel. Anecdotally, there is evidence that as administrators change in a district so does the approach to discipline. The ADE recognizes that it is imperative to continually provide training opportunities for administrators and staff responsible for disciplinary actions in their schools. Therefore, AR-LEARN hosted Jose Martin on March 3, 2009 to address "Suspension/Expulsion of Students with Disabilities: The Legal Do's and Don'ts and Conducting Solid Manifestation Hearings."

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

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

SPDG activities related to discipline had more than 2,600 participants.

- SPRINT training – 387 participants
- Home Based Positive Behavior/Partners in Positive Behavior – 725 participants
- Closing the Achievement Gap – 78 participants
- PBSS Foundations (Time Out and Stop & Think Social Skills) – 653 participants
- Advanced Behavioral Interventions in the Classrooms – 309 participants

Workshop titles include

- Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for

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Challenging Students

- PBSS Implementation Planning
- RtI: Early Intervention Services, Data-based Decision Making, Evidence-based Practice, and the SPRINT Process
- The PBSS SPRINT Process
- The PBSS Stop and Think Social Skills Training
- Stop and Think Social Skills Overview for Classified Staff
- Partners in Positive Behavior
- Closing the Achievement Gap & ChartMaker
- Stop & Think Parenting
- Arkansas CTAG (RtI\SPRINT) Model
- The School Prevention, Review, and Intervention Team (SPRINT) Process
- Closing the Achievement Gap
- ADDRESS Data Entry and Analysis
- Effective Literacy Practices & Closing the Achievement Gap

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

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops cut across many APR indicators.

Workshops included:

- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans

AR-LEARN conducted numerous workshops targeting the instruction of students with Autism.

Workshops included:

- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism
- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

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Additional Information Required by the OSEP APR Response Table for this Indicator:

| Statement from the Response Table | State's Response |
|--|---|
| <p>The State's failure to describe how the State reviewed, and if appropriate, required revisions to LEAs' policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, for the LEAs identified with significant discrepancies for FFY 2006 constitutes noncompliance with 34 CFR §300.170(b).</p> | <p>The districts identified as having significant discrepancies in 2006-07 were required to complete a self assessment and submit it to the ADE Special Education Unit's Monitoring and Program Effectiveness (M/PE) section. For each of the 19 LEAs identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the State reviewed LEAs' policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards via an LEA self assessment, Arkansas Comprehensive School Improvement Plan (ACSIP) and onsite monitoring. The State reviewed each LEA's self assessment and ACSIP through desk audits and/or onsite visits to determine whether an LEA was in compliance with Part B requirements. Onsite reviews resulted in two findings of non-compliance related to practice and each LEA, under the State's direction, took corrective steps to ensure compliance. LEAs were required to submit plans addressing the non-compliance to the SEU and the M/PE staff verified the implementation of the plans via follow-up visits prior to clearing the non-compliance within the one-year timeline.</p> |
| <p>As noted in the revised Part B Indicator Measurement Table, in reporting on this indicator in the FFY 2008 APR, due February 1, 2010, the State must again describe the results of the State's examination of data from FFY 2007 (2007-2008). In addition, the State must describe the review, and if appropriate, revision of policies, procedures and practices relating to the development and implementation of the IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for LEAs identified with significant discrepancies in FFY 2006 and FFY 2007, as required by 34 CFR §300.170(b).</p> | <p>Each identified district conducts a self assessment of policy, procedures, and practices which is submitted to the ADE Special Education Unit's Monitoring and Program Effectiveness (M/PE) section. The self assessments are reviewed by a single contractor to ensure continuity and reliability of the process. The reviewer specifically looks for procedural safeguards related to discipline, functional behavior assessments, positive behavioral support, and intervention planning as well as if the district is accessing the Arkansas Behavioral Intervention Consultants (BICS). If any questions arise, the reviewer contacts the district for clarification and requests a resubmission if necessary. If a district fails to comply with any requests made by the reviewer, the Associate Director of Special Education is notified for further action.</p> <p>In addition to the self assessment, Arkansas has a long-standing practice of requiring districts to address any significant discrepancy in discipline in their Arkansas Comprehensive School Improvement Plan (ACSIP). The M/PE section staff and education consultants work with the identified districts to assist in conducting root cause analysis relative to the discipline data at the building and classroom levels. The M/PE section along with an</p> |

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| | |
|--|--|
| | <p>education consultant reviews and approves all final ACSIP submissions to ensure compliance with State discipline policy, procedures and practices. Any district initially submitting an ACSIP that does not meet discipline policy, procedures, and practices requirements must revise its ACSIP accordingly before receiving approval. Once the review is completed the Associate Director of Special Education sends a letter informing the district superintendent and special education administrator of the district’s compliance or non-compliance with 34 CFR §300.170(b). If noncompliance is noted, the State, through the M/PE staff, will continue to work with LEAs to ensure compliance is achieved.</p> |
|--|--|

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

Reporting of the indicator is a year in arrear; therefore, the target is the same as FFY 2007 and targets for reporting in FFY 2009 and FFY 2010 have been adjusted to reflect this change. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 43 and 45-46 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. Inside the regular class 80% or more of the day;
 B. Inside the regular class less than 40% of the day;
 C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Measurement:

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

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 54.29%</p> <p>B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 12.52%</p> <p>C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100: 02.57%</p> |

Actual Target Data for FFY 2008:

- A. 52.15% of children with IEPs were inside the regular classroom 80% or more of the day.

| Number of children with IEPs inside the regular class 80% or more of the day | Total number of students aged 6 through 21 with IEPs | Percent |
|---|---|----------------|
| 27,341 | 52,431 | 52.15% |

- B. 13.16% of children with IEPs were inside the regular classroom less than 40% of the day

| Number of children with IEPs inside the regular class less than 40% of the day | Total number of students aged 6 through 21 with IEPs | Percent |
|---|---|----------------|
| 6,901 | 52,431 | 13.16% |

- C. 2.825% of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements.

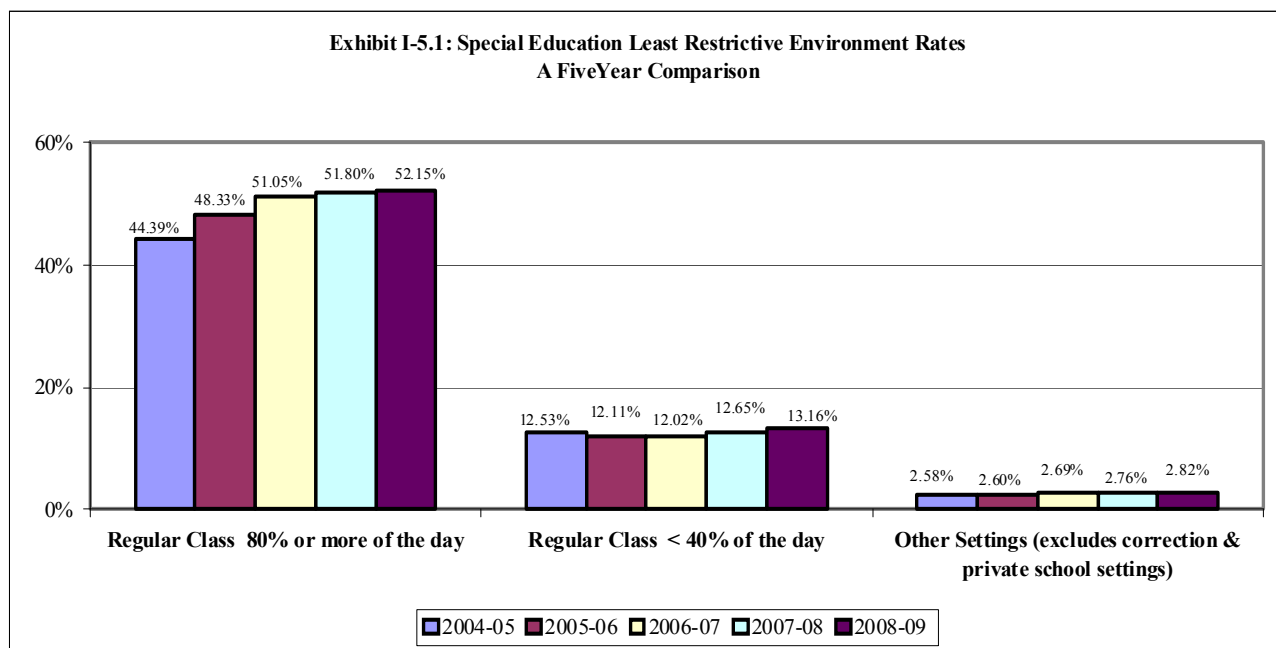
| Number of children with IEPs inside the regular class less than 40% of the day | Total number of students aged 6 through 21 with IEPs | Percent |
|---|---|----------------|
| 1,481 | 52,431 | 2.82% |

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Regular Classroom 80% or More of the Day

In 2008-09, 52.15% of children with IEPs were served in the regular classroom 80% or more of the day; thus, falling short of the proposed target of 54.29% by 2.14 percentage points as seen in Exhibit I-5.1. However, the actual target data has increased 17.48% from the 2004-05 rate of 44.39%.



Although, Arkansas did not meet the proposed target, there was a gain in the percentage of students receiving services in the regular classroom 80% or more of the day in spite of a decreasing child count for the last two years. The increase of children with IEPs receiving services in the regular class can, in part, be attributed to more schools implementing co-teaching. In addition, the LEAs have increased their accuracy in calculating the LRE percentage rate. Throughout the year, the IDEA Data & Research Office provided technical assistance to LEAs on how to calculate LRE. LEAs were having difficulty with how to include time in a co-taught classroom in the calculation. The ADE anticipates that the rate will continue to increase as LEAs implement the LRE Guidance released by Data Accountability Center (DAC) in Spring 2009. The guidance clarified that the denominator encompasses the entire school day (opening to closing bell) not just classroom minutes.

Regular Classroom <40% of the Day

After years of declining percentages, the percentage of children with IEPs who were in the regular class less than 40% of the day increased for a second year. The actual target data (13.16%) rose 0.51 percentage points from 2007-08 and is 0.63 percentage points higher than in 2004-05. An analysis of the LRE data found that for children ages 6-21 the greatest increases occurred for ages 6-9 and 14-18. In an effort to determine the source of the increased use of more restrictive environments, SEU staff and LEA supervisors identified three initial possibilities. Three influencing factors have been identified which could shed some light on this growing educational environment in Arkansas.

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1. Districts are fully embracing early intervening and/or response to instruction strategies, especially at the lower grade levels (K-5). 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 that cannot always be provided effectively in the regular education setting.
2. The redesign of the delivery of high school instruction necessitates the offering of an array of core courses to support some students with disabilities in meeting the high curricular standards. 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.
3. The calculation of LRE has been a struggle for many LEAs, but the ADE anticipates that the percentage of students classified in this LRE category will begin to decline.

The DAC guidance issued in the Spring 2009 clarified that the denominator encompasses the entire school day (opening to closing bell) not just classroom minutes. Using the entire school day as the denominator may shift the percentage of time to the 40%-79% category, especially for students in high school.

Other Settings

The percentage of students with IEPs who were served in public/private residential facilities, public/private day schools, or hospital/homebound increased to 2.82%, a 9.30% 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. Although the State approves and monitors the special education programs in private residential treatment 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 such as the courts or parent/guardian.

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

System of Care for Behavioral Health: To address the growing population being served in residential drug, alcohol and psychiatric treatment facilities, the Arkansas General Assembly, in the Regular Session of 2007, passed Act 1593 that created The Children's Behavioral Health Care Commission. The Act seeks to "establish the principles of a System of Care for behavioral health care services for children and youth as the public policy of the state." There is a critical need to provide greater access to community-based services, including school-based mental health services (SBMH), as an alternative to over dependence upon residential and institutional care. The Department of Education Associate Director for Special Education, as well as the Director of the Medicaid in the Schools and SBMH coordinator, serve as liaisons to this Commission, as well as participate in various stakeholder committees addressing specific areas of need and providing recommendations to the Commission relative to policy development, agency roles and funding. It is anticipated that action on some of these recommendations will be taken in the next legislative session to begin in January 2011.

Juvenile System: The ADE-SEU Associate Director and others on the staff serve on a Department of

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Human Services, Division of Youth Services Task Force addressing reform in the juvenile system. This, too, should impact favorably the number of youth placed in county detention and youth services offender programs in residential facilities. The goal is to overhaul the juvenile system, including enacting any necessary legislation to support this effort to develop more community based alternatives such as diversion programs.

Monitoring: LRE is a State monitoring indicator. As part of the monitoring system, the Monitoring/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 in content enhancement routines 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
- Use of up to 15 percent of Title VI-B funds for Early Intervening Services tied to addressing school district’s excessive use of restrictive placements.

Co-Teaching: The use of co-teaching in Arkansas is expanding yearly. In 2006-07, the special education employee data collection began including a code representing co-teaching teacher assignments. Based on fulltime equivalency (FTE), in 2008-09 there were 375.22 teachers in 89 districts engaged in co-teaching in the k-12 classroom, an increase of 61.75 teachers (FTE) and 14 districts from 2007-08.

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 |

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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's Special Education Unit (SEU). 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
- 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.

Eleven co-teaching trainings (233 participants) were conducted by SPDG staff during Years 5-6. Participant ratings were available for four of the 11 trainings (69 participants). All four (100%) of these trainings received a rating of 4.0 or more on a 5-point scale on the item "the likelihood that the training content would be used," with an average rating of 4.89. SPDG staff also partnered with the ADE Co-Teaching project during Years 5-6 which resulted in twenty-five trainings involving 1,077 school district personnel. Participant ratings were available for 17 of these (84 participants). Fifteen of the 17 trainings (88.2%) received a participant rating of 4.0 or higher on a 5-point scale on the item "the likelihood that the training content would be used," with a rating average of 4.6.

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

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention Project, a collaborative effort of the SPDG, ADE, and the University of Central Arkansas' Mashburn Center for Learning, continued its focus on adolescent literacy in 2008-2009 by providing professional development and follow up to secondary educators (general and special education) in the Strategic Instruction Model (SIM). During Years 5 and 6 the Arkansas Adolescent Literacy Intervention Project expanded to include seven middle and high schools with 219 teachers participating in Strategic Instruction Model (SIM) training/implementation by the middle of Year 6. Nine SIM Apprentice Professional Developers completed the SIM Potential Professional Developer Institute and became fully certified SIM Professional Developers at the end of Year 6. This will dramatically increase Arkansas' capacity to offer SIM professional development across the state to general and special educators enabling them to better support Arkansas' struggling adolescent learners.

AR-LEARN: The Arkansas Local Education Agency Resource Network (AR-LEARN) continues to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 900 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops cut across many APR indicators.

Workshops included:

- Discrete Trial Training
- Positive Behavioral Supports
- Social Communication Emotional Regulation Transactional Support (SCERTS)
- Writing Positive Behavior Plans
- Data Collection Behavior Plans

AR-LEARN conducted numerous workshops targeting the instruction of students with Autism.

Workshops included:

- Program Writing - Autism
- Social and Behavioral Interventions - Autism
- Professional Development in Autism

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- Autism Diagnostic Observation System (ADOS)
- Strategies for Teaching Autism based on Research (STAR)
- Structured Teaching for Students with Autism (TEACCH)

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

There were no revisions to the proposed targets for FFY 2008. 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 FFY 2008 were updated in the SPP to reflect activities undertaken across the State. See pages 51-53 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

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility. (20 U.S.C. 1416(a)(3)(A))

| |
|--|
| <p>Measurement:</p> <p>A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p> <p>B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p> |
|--|

| FFY | Measurable and Rigorous Target |
|---|--|
| FFY 2008 | States are not required to report on Indicator 6 in the FFY 2008 APR |
| Actual Target Data for FFY 2008: | |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Although this indicator is not currently being reported, SEU activities related to preschool educational environments were:

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

- The ADE and DDS continue to follow the agency coordination processes outlined in the 2005-06 MOU.
- General Supervision guidelines were developed by the Department of Education/Special Education Unit concerning the over site of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.
- Quarterly meetings were conducted between the two agencies. These meetings included the State 619 Coordinator, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C Staff.
- The SEU conducted seven regional trainings through out the state on the Procedural Requirements and Program Standards.

Trainings conducted:

- March 3, 2009 Little Rock
- March 10, 2009 Little Rock

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- March 11, 2009 Jonesboro
- March 18, 2009 Monticello
- March 25, 2009 Pine Bluff
- March 26, 2009 Camden
- March 31, 2009 Springdale
- The DDTSC programs were assigned to a three year monitoring system, utilizing a new monitoring protocol, to begin in the 2009-10 school year. The SEU EC Program Director assisted in the training and will participate with the DDS/Children Services Staff on the monitoring of these programs.

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

- Little Rock- Tri-District EC Special Education Program Staff
- Hope – Southwest Education Service EC Special Education Staff
- Plumerville – Arch Ford Education Service Cooperative Staff
- Cedar Ridge School District Special Education Staff

Interagency Collaboration with DHS Division of Child Care: The EC Program Director assisted in the development of proposed revisions to the DHS' Child Care Licensing regulations to address the needs of children with disabilities.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Updates have been made to the improvement activities in the SPP. See pages 58 and 59.

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

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A))

Measurement:

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

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assessed times 100.

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

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

C. Use of appropriate behaviors to meet their needs:

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

Summary Statements

Outcome A: Positive social-emotional skills (including social relationships)

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

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

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2. The percent of children who were functioning within age expectations in Outcome A by the time they **turned 6 years of age or** exited the program

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

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

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

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

2. The percent of children who were functioning within age expectations in Outcome B by the time they **turned 6 years of age or** exited the program

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

Outcome C: Use of appropriate behaviors to meet their needs

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

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

2. The percent of children who were functioning within age expectations in Outcome C by the time they **turned 6 years of age or** exited the program

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

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| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | FFY 2008 baseline and progress data are reported in the SPP. Early childhood programs will be measured against the new targets in the FFY 2009 APR due February 2011. |

Actual Target Data for FFY 2008:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Although progress on this indicator is not reported in the APR for FFY 2008, SEU activities related to early childhood outcomes were:

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

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

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

Targets have been established in the SPP and improvement activities were updated to reflect activities across the State. See pages 69-72 and 74.

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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 |
|-----------------|---|
| FFY 2008 | Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100. <ul style="list-style-type: none"> • Early Childhood: 86.00% • School Age: 94.50% |

Actual Target Data for FFY 2008:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

| Number of respondent parents who report school facilitated parent involvement as a means of improving services and results for children with disabilities | Total number of respondent parents of children with disabilities | Percent |
|--|---|----------------|
| Early Childhood | 1,862 | 90.92% |
| School Age | 12,115 | 95.12% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:**Early Childhood**

Local education agencies and DDS subgrantees with early childhood programs conducted family outcome surveys for the 2008-09 school year. Overall, 2,048 surveys were collected, an increase of 49 surveys from 2008-09. Of those surveys, 1,862 respondents, or 90.92%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities; thus, exceeding the target rate of 86.00% by 4.92 percentage points. Although the number of responding families increased, the number of early childhood programs represented declined from 71 to 66. As part of the monitoring process, the ADE will continue to review LEA documentation related to providing families an opportunity to participate in the family survey each year.

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School Age

Local education agencies with special education school age programs conducted family outcome surveys for the 2008-09 school year. Overall, 12,736 surveys were collected, a response rate increase of 1,165 or 10.07%. Similar to 2006-07, the response rate increased by more than 10%. Of those surveys, 12,115 respondents or 95.12%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities; an increase of 1,189 respondents; thus, exceeding the target rate of 94.50% by 0.62 percentage points. Although the number of responding families increased, the number of LEAs represented declined from 242 to 228. As part of the monitoring process, the SEU will continue to review LEA documentation related to providing families an opportunity to participate in the family survey each year and encourage greater participation.

Representativeness of Respondents

The demographic representation of survey respondents is presented in Exhibit I-8.1 and I-8.2. The number of responding parents/guardians is increasing; however, the response rates represent only 21.71% and 23.14% of the child count for early childhood and school age programs, respectively.

Early Childhood

The demographics of the early childhood respondents are representative of the December 1, 2008 child count, except in the disability category of developmental delay, which was under-represented in the racial/ethnic groups of black (-16.46%). Overall, the most under represented racial/ethnic category was black. All other groups, except Asian/Pacific Islander (-0.14%), were over represented. Additionally, less than one percent of respondents failed to 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 | 0.00% | 0.65% | 0.65% | 0.00% | 0.05% | 0.05% | 0.00% | 0.05% | 0.05% | 0.00% | 1.80% | 1.80% | 0.00% | 0.44% | 0.44% | 0.00% | 2.13% | 2.13% |
| Not Reported | 0.00% | 0.65% | 0.65% | 0.00% | 0.05% | 0.05% | 0.00% | 0.05% | 0.05% | 0.00% | 1.80% | 1.80% | 0.00% | 0.44% | 0.44% | 0.00% | 2.13% | 2.13% |
| Autism | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.02% | 0.00% | -0.02% | 0.13% | 0.22% | 0.08% | 0.02% | 0.00% | -0.02% | 0.76% | 1.69% | 0.93% |
| Deaf/Blind | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.05% | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% |
| Hearing Impaired | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.16% | 0.11% | 0.02% | 0.00% | -0.02% | 0.29% | 0.44% | 0.15% |
| Multiple Disabilities | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.02% | 0.05% | 0.03% | 0.33% | 0.11% | -0.22% | 0.13% | 0.00% | -0.13% | 0.67% | 1.15% | 0.47% |
| Other Health Impairment | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% | 0.11% | 0.16% | 0.05% | 0.06% | 0.00% | -0.06% | 0.29% | 0.27% | -0.02% |
| Orthopedic Impaired | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% | 0.00% | 0.00% | 0.00% | 0.03% | 0.00% | -0.03% | 0.01% | 0.00% | -0.01% | 0.01% | 0.05% | 0.04% |
| Developmental Delay | 0.00% | 0.00% | 0.00% | 0.14% | 0.16% | 0.02% | 0.45% | 0.33% | -0.13% | 25.57% | 9.11% | -16.46% | 5.65% | 5.18% | -0.47% | 40.51% | 43.04% | 2.53% |
| Speech Impaired | 0.00% | 0.05% | 0.05% | 0.06% | 0.27% | 0.21% | 0.17% | 0.11% | -0.06% | 5.28% | 5.78% | 0.50% | 0.81% | 1.25% | 0.45% | 18.16% | 24.39% | 6.23% |
| Traumatic Brain Injury | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% | 0.00% | 0.33% | 0.33% | 0.02% | 0.22% | 0.20% |
| Vision Impaired | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% | 0.03% | 0.05% | 0.02% | 0.00% | 0.00% | 0.00% | 0.11% | 0.22% | 0.10% |
| Total | 0.00% | 0.71% | 0.71% | 0.22% | 0.49% | 0.27% | 0.68% | 0.55% | -0.14% | 31.55% | 17.46% | -14.09% | 6.71% | 7.20% | 0.49% | 60.84% | 73.60% | 12.75% |

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

School Age

While school age respondents tend to be more underrepresented than early childhood, improvements have been made in this area. All disability categories, except deaf/blind and visually impaired, have some

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under-representation; the greatest occurring in specific learning disabilities (-3.77) and speech impaired (-2.89). The under-representation in these two categories has declined 2.99 and 4.44 percentage points, respectively. All racial/ethnic groups, except for American Indian, are under-represented with the largest under-representation occurring in the racial/ethnic group of black (-9.91). This is an increase from the previous year; however, white under-representation fell from (-7.76 to -1.67). Additionally, 13.36% of respondents did not report disability or race/ethnic category.

Exhibit I-8.2: School Age 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 |
| Not Reported | 0.00% | 12.67% | 12.67% | 0.00% | 0.10% | 0.10% | 0.00% | 0.00% | 0.00% | 0.00% | 0.75% | 0.75% | 0.00% | 0.27% | 0.27% | 0.00% | 2.60% | 2.60% |
| Autism | 0.00% | 0.02% | 0.02% | 0.04% | 0.07% | 0.03% | 0.06% | 0.06% | -0.01% | 0.57% | 0.41% | -0.16% | 0.17% | 0.18% | 0.02% | 3.15% | 3.21% | 0.07% |
| Deaf/Blind | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.01% | 0.00% | 0.01% | 0.01% | 0.01% | 0.02% | 0.01% | 0.00% | 0.03% | 0.03% | 0.01% | 0.04% | 0.03% |
| Emotional Disturbance | 0.00% | 0.01% | 0.01% | 0.01% | 0.02% | 0.00% | 0.00% | 0.00% | 0.00% | 0.29% | 0.18% | -0.11% | 0.06% | 0.02% | -0.04% | 1.13% | 0.89% | -0.24% |
| Hearing Impaired | 0.00% | 0.01% | 0.01% | 0.00% | 0.02% | 0.01% | 0.03% | 0.02% | -0.02% | 0.20% | 0.07% | -0.13% | 0.12% | 0.06% | -0.06% | 0.68% | 0.66% | -0.02% |
| Multiple Disabilities | 0.00% | 0.00% | 0.00% | 0.01% | 0.02% | 0.01% | 0.02% | 0.00% | -0.02% | 0.66% | 0.52% | -0.15% | 0.15% | 0.17% | 0.03% | 1.70% | 2.11% | 0.40% |
| Mental Retardation | 0.00% | 0.03% | 0.03% | 0.05% | 0.07% | 0.02% | 0.06% | 0.05% | -0.01% | 5.62% | 3.43% | -2.19% | 0.66% | 0.56% | -0.10% | 6.78% | 6.30% | -0.48% |
| Other Health Impairment | 0.00% | 0.08% | 0.08% | 0.12% | 0.12% | 0.00% | 0.05% | 0.02% | -0.03% | 2.97% | 1.68% | -1.28% | 0.38% | 0.35% | -0.03% | 11.15% | 9.42% | -1.73% |
| Orthopedic Impaired | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | -0.01% | 0.01% | 0.00% | -0.01% | 0.07% | 0.02% | -0.04% | 0.02% | 0.02% | 0.01% | 0.28% | 0.20% | -0.08% |
| Speech Impaired | 0.00% | 0.32% | 0.32% | 0.23% | 0.16% | -0.07% | 0.34% | 0.19% | -0.15% | 5.56% | 2.67% | -2.89% | 1.83% | 0.96% | -0.88% | 18.19% | 15.29% | -2.89% |
| Specific Learning Disability | 0.00% | 0.20% | 0.20% | 0.33% | 0.33% | 0.00% | 0.16% | 0.16% | 0.00% | 9.62% | 5.85% | -3.77% | 2.61% | 1.66% | -0.96% | 23.12% | 23.64% | 0.52% |
| Traumatic Brain Injury | 0.00% | 0.01% | 0.01% | 0.00% | 0.01% | 0.01% | 0.00% | 0.02% | 0.01% | 0.08% | 0.09% | 0.02% | 0.01% | 0.02% | 0.02% | 0.21% | 0.23% | 0.03% |
| Vision Impaired | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.01% | 0.01% | 0.01% | 0.00% | 0.10% | 0.15% | 0.05% | 0.02% | 0.02% | 0.00% | 0.27% | 0.41% | 0.13% |
| Total | 0.00% | 13.36% | 13.36% | 0.81% | 0.93% | 0.13% | 0.74% | 0.53% | -0.21% | 25.75% | 15.84% | -9.91% | 6.03% | 4.33% | -1.70% | 66.67% | 65.00% | -1.67% |

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

Completed activities for this indicator included the following:

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

Participation: The SEU continued to use parent involvement surveys and results to evaluate local preschool and school age performance against state targets. In an attempt to increase the overall participation of parents, the SEU provided LEAs and EC Programs reminders of the need to survey parents as part of the annual review conferences. Reminders were provided via the SEU website, MySped Resource, as well as in the IDEA Data & Research Newsletter and emails.

Family Outcomes Report: The Arkansas IDEA Data & Research Office, in cooperation with the M/PE Section, analyzed the family survey results from 2007-2008 and issued a report to each LEA and EC Program. The information assisted LEAs and EC Programs with enhancing their service delivery and interaction with family members.

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Arkansas SPDG, Home Based Literacy and Partners in Literacy: During Years 5-6, 14 Home Based Literacy and Partners in Literacy trainings were conducted for 340 parents including three Train the Trainer Workshops attended by 32 Parent Mentors which produced 11 certified Parent Mentor Trainers. Participant ratings were available for 12 of the 14 trainings (302 participants). All (100%) of the 12 trainings received a rating of 4.0 or higher on a 5-point scale on the item “the likelihood that the training content would be used,” with an average rating of 4.6. The certified Parent Mentor Trainers held three Home-Based Literacy Program presentations of their own with a total of 67 participants.

Other SPDG activities related to parent involvement had 64 participants. Activities included

- Stop & Think Parenting
- Partners in Positive Behavior
- Home Based Positive Behavior/Partners in Positive Behavior

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

Monitoring: As part of the monitoring process, M/PE staff review student folders for documentation that LEAs are offering parents/guardians the opportunity to participate in the survey annually. Beginning in 2010-11 LEAs that fail to offer parents the opportunity to participate in the survey annually or that have a zero response rate will be required to develop and implement strategies and activities to improve participation and representation as set forth in the ACSIP.

P.O.I.S.E. Website: The P.O.I.S.E. website was updated to include a drop out prevention focus and information on parental involvement priorities.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No changes were made to the proposed targets. Revisions to improvement activities, timelines, and resources for FFY 2008 were updated in the SPP to reflect activities undertaken across the State. See page 80 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 = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

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

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

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- facility is located; therefore, enrollment of such students artificially increases the district’s special education child count and district-wide enrollment.
- 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.
 - 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 standards 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.

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

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

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

Formula:

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

Example 1: DISPROPORTIONALITY-Over-Representation

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

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

Example 2: DISPROPORTIONALITY-Under-Representation

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

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

| FFY | Measurable and Rigorous Target |
|-----------------|--|
| FFY 2008 | Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification. |

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Actual Target Data for FFY 2008:

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.

| Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification | Total number of districts in the State | Percent |
|--|---|----------------|
| 0 | 260 | 0% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Using the 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 2008-09 school year, 37 of 260 districts were identified with over- and/or under-representation of racial and ethnic groups when applying the State's criteria. Thirteen districts completed and submitted a self-assessment for over-identification, eight districts for under-identification, and 16 districts for over- and under-identification. The SEU examined the district's Disproportionality Self-Assessment and supporting evidence documents on five procedural areas: intervention, referral, evaluation, placement, and procedural safeguards as well as policies, procedures, and practices effecting disproportionality. The verification process 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 2008-09 for this indicator included:

- The SEU M/PE Section incorporated the protocol for identifying inappropriate policy, procedures, and practices into the Monitoring Procedural Handbook.
- The SEU M/PE Section continued 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 continued to monitor districts for disproportionate representation using data reviews

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and analysis including child count and the monitoring priority indicators on the Monitoring Profiles.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See page 88 in the SPP.

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

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

Measurement:

Percent = $[(\# \text{ of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}) \div (\# \text{ of districts in the State})] \times 100$. Include State's definition of "disproportionate representation."

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

To identify disproportionate 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

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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 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 | | |
| FFY 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 FFY 2008: | | | |
| 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. | | | |
| | Number of districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification | Total number of districts in the State | Percent |
| | 0 | 260 | 0% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Using the 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.

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For the 2008-09 school year, 48 of 260 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State's criteria to the weighted risk ratios. Districts with weighted risk ratios greater than 4.00 were identified as having over-representation and districts with weighted risk ratios lower than 0.25 identified as having under-representation. Weighted risk ratios for under-representation varied from 0.22 to 0.08. The variance in over-representation is more widely dispersed with a low of 4.08 and a high of 30.47.

Of the 48 districts identified for Indicator 10, 16 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 48 districts conducted and submitted a self-assessment. The SEU examined the district's Disproportionality Self-Assessment and supporting evidence documents on five procedural areas: intervention, referral, evaluation, placement, and procedural safeguards as well as policies, procedures, and practices effecting disproportionality. The verification process 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 2008-09 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 2008-09 and 2007-08.

Exhibit I-10.1: District Count of Disproportionate Representation for Specific Disability Categories by Racial/Ethnic Group – 2008-09

| | 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 | | 1 | | | | | | 2 | | 1 | | |
| Black (non-Hispanic) | | | | | 10 | | | | 1 | | 2 | 5 |
| Hispanic | | 1 | | 3 | | | | 5 | | 2 | | |
| White (non-Hispanic) | | | | | 0 | 3 | 3 | | 14 | 4 | 4 | |

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Exhibit I-10.2: 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 |

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).

Improvement activities undertaken in 2008-09 for this indicator included:

- The SEU M/PE Section continued to review and, if necessary, revise the Monitoring Procedural Handbook protocol for identifying inappropriate policy, procedures, and practices.
- The SEU M/PE Section continued 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 continued to monitor districts for disproportionate representation using data reviews and analysis including child count and the monitoring priority indicators on the Monitoring Profiles.
- The IDEA Data & Research Office worked with the Associate Director of Special Education and the educational consultant reviewing the self assessments to update the disproportionality self assessments to insure all necessary components were included in the document.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See page 94 in the SPP.

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**Monitoring Priority: Effective General Supervision Part B/
Child Find****Indicator 11: Effective General Supervision Part B/Child Find**

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

Measurement:

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

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

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

| FFY | Measurable and Rigorous Target |
|--|--|
| FFY 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 FFY 2008: In 2008-09, 98.50% of children with parental consent to evaluate were evaluated within the State established timeline of 60 days. | |

Describe the method used to collect data: The data for this indicator is collected through the special education referral tracking module in the statewide student management system and via MySped Resource on the special education website for non-education state agencies. The data is collected at the child/student level with specific dates and reasons for missing State established timelines.

| | |
|---|---------------|
| a. Number of children for whom parental consent to evaluate was received | 14,366 |
| b. Number of children whose evaluations were completed within 60 days (or State-established timelines) | 14,159 |
| Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State-established timeline) (Percent = [(b) divided by (a)] times 100) | 98.55% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

In 2008-09, there were 14,366 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State's 60-day timeline was 14,159 or 98.55%. Of the 14,366 children, 2,895 or 20.15% were determined not eligible, while 11,471 or 79.85% were

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determined eligible. The evaluations of the remaining 207 children exceeded the 60-day timeframe, with 165 (79.71%) determined eligible and 42 (20.29%) found not eligible.

A root cause analysis of this indicator identified one key issue, LEA timeline calculation error. Arkansas regulations do not provide any exceptions for weekends, holidays, or school breaks including summer. State timelines are based on calendar days not business days. The root cause analysis reflects this difficulty of LEAs to meet timelines during these non-school periods. This finding is represented in the analysis of days beyond the 60-day timeline. The number of days beyond the 60-day timeline varied from 1 to 118. Reasons for exceeding the 60-day timeline included summer breaks and holidays, inclement weather, additional testing required for eligibility determination, LEA evaluators and teams (early childhood and school age) are miscounting the number of days, as well as some delays in evaluations for children turning three. Numerous delays, including the delay of 118 days, were attributed to the failing of vision screenings resulting in the need for glasses prior to completing evaluations.

Targeted activities undertaken during 2008-09 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:

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

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

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

- General Supervision guidelines were developed by the SEU concerning the oversight of the Developmental Day Treatment Service Clinics (DDTCS) serving children with disabilities ages 3-5.
- Quarterly meetings were conducted between the two agencies. These meetings included the

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SEU EC program Director, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C Staff.

- The SEU conducted seven regional trainings throughout the state on the Procedural Requirements and Program Standards.
Trainings conducted:
 - March 3, 2009 Little Rock
 - March 10, 2009 Little Rock
 - March 11, 2009 Jonesboro
 - March 18, 2009 Monticello
 - March 25, 2009 Pine Bluff
 - March 26, 2009 Camden
 - March 31, 2009 Springdale
- The DDTSC programs were assigned to a three year monitoring system, utilizing a new monitoring protocol, to begin in the 2009-10 school year. The SEU EC Program Director assisted in the training and will participate with the DDS/Children Services Staff on the monitoring of these programs.

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

Trainings held:

- Little Rock- Tri-District EC Special Education Program Staff
- Hope – Southwest Education Service EC Special Education Staff
- Plumerville – Arch Ford Education Service Cooperative Staff
- Cedar Ridge School District Special Education Staff

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 97.69%

| | |
|---|-----------|
| 1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) | 55 |
| 2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) | 55 |
| 3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)] | 0 |

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

| | |
|---|----------|
| 4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above) | 0 |
| 5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”) | 0 |

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6. Number of FFY 2007 findings not verified as corrected [(4) minus (5)]

0

Actions Taken if Noncompliance Not Corrected:

No action necessary

Verification of Correction (either timely or subsequent):

The SEU verified that each of the 55 LEAs with findings in FFY2007 is correctly implementing the specific regulatory requirements. The verification process included onsite monitoring and the review and verification of LEA ACSIPs and early childhood deficiency correction plans when applicable. Additionally, through the student management system and onsite monitoring late initial evaluations were verified to have been completed and an IEP implemented if the child was eligible, unless the child is no longer within the jurisdiction of the LEA.

Additional Information Required by the OSEP APR Response Table for this Indicator:

| Statement from the Response Table | State's Response |
|---|---|
| <p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2008 APR, due February 1, 2010, the State's data demonstrating that it is in compliance with the requirements in 34 CFR §300.301(c)(1), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR. The State must report, in its FFY 2008 APR due February 1, 2010, that it has ensured that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p> | <p>The State has verified that each of the 55 LEAs with findings in FFY07 is correctly implementing the specific regulatory requirements by conducting onsite monitoring, reviewing and verifying the LEAs' ACSIPs as well as the early childhood deficiency correction plans. Additionally, the State 619 Coordinator conducted regulatory training across the State for DDS 3-5 programs.</p> <p>The State has verified through the student management system and onsite monitoring, that initial evaluations, although late, unless the child is no longer within the jurisdiction of the LEA, were completed and an IEP implemented if the child was eligible.</p> <p>The State will continue to develop verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance.</p> |

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2008-09:

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 101 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 eligibility was 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
- e. Number of children who were referred to Part C less than 90 days before their third birthdays.

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

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

| FFY | Measurable and Rigorous Target |
|----------|---|
| FFY 2008 | The percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday was 100%. |

Actual Target Data for FFY 2008:

The percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday was **99.27%**.

Describe the method used to collect data: The data for this indicator is collected through the special education referral tracking module in the statewide student management system and MySped Resource on the special education website for non-education state agencies. The data is collected at the child/student level with specific demographics including date of birth, eligibility determination date, and reasons for missing the third birthday requirement.

| | |
|--|-----|
| a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination) | 943 |
| b. # of those referred determined to be NOT eligible and whose eligibility was | 98 |

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| | |
|--|--------|
| determined prior to third birthday | |
| c. # of those found eligible who have an IEP developed and implemented by their third birthdays | 811 |
| d. # of children for whom parent refusals to provide consent caused delays in evaluation or initial services | 1 |
| e. # of children who were referred to Part C less than 90 days before their third birthdays. <i>[This information is not required until the 2011 submission but may be reported in 2010 if the State's data are available.]</i> | 27 |
| # in a but not in b, c, d, or e. | 6 |
| 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 Percent = [(c) / (a-b-d-e)] * 100 | 99.27% |

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 FFY 2008:

In 2008-09, 1,019 children being served in Part C were referred to Part B for eligibility determination, of which 45 never had eligibility determined and 31 were excluded under timeline exceptions, leaving 943 accountable Part C to B Transitions. Arkansas allows timeline exceptions if programs do not have situational control. The exclusion included:

- 45 children never had eligibility determined.
 - 7 families moved, making the child unavailable;
 - 12 families refused consent for Part B evaluation at the transition conference;
 - 26 families failed to make the child available for unknown reasons
- 31 children were excluded.
 - 10 children were excluded due to child/family illness thus making the child unavailable.
 - 20 children were excluded due to parental cancellation of evaluation and/or conference appointments; thus making the child unavailable.
 - 1 child transferred between programs during the transition process causing a delay in evaluations.

Of the remaining 943 children being served in Part C and referred to Part B for eligibility determination, 909 had eligibility determined by their third birthday, with 811 found eligible and 98 not eligible. One child had delays in evaluation or initial services due to parental refusal and 27 children had concurrent referrals for Part C and B.

There were 6 Part C to B referrals who did not have eligibility determined prior to their third birthday, of which 6 were found eligible and zero ineligible. The number of days beyond the third birthday ranged from two (2) to 20. There were three reasons given for eligibility determination delays.

1. Four (4) children did not have eligibility determined by their third birthday due to LEA error.
2. One (1) child did not have eligibility determined by the third birthday due to the LEA closing

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for holidays; and

3. One (1) child has an unknown reason.

Further, all 6 children receive services from the Arkansas Department of Human Services' Division of Developmental Disabilities Services (DDS) had eligibility determined and IEPs implemented.

Arkansas regulations do not provide any exceptions for weekends, holidays, or school breaks including summer. State timelines are based on calendar days not business days. The root cause analysis identified (1) LEAs failed to meet timelines when they overlap with non-school days and (2) when they use day of month to day of month to reflect timeline instead of calculating the actual number of days. These are the most common errors for this indicator.

DDS continues to improve compliance with 726 of 732 or 99.18%. This is slightly below the State's rate of 99.27%. The challenge with this program is the high number of subgrantees (approximately 75) which tend to have high staff turnover. Even with staffing challenges, they have made great gains. The best indication of the improvement is the subgrantees which were noncompliant in FFY2007 were compliant for FFY2008. Further, the improvement is linked to the aggressive procedural trainings held across the State with Part C and Part B providers by the 619 Coordinator and DDS Part C and Part B staff during 2008-09.

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

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

- General Supervision guidelines were developed by the Department of Education/Special Education Unit concerning the over site of the Developmental Day Treatment Service Clinics serving children with disabilities ages 3-5.
- Quarterly meetings were conducted between the two agencies. These meetings include the State 619 Coordinator, the Director of IDEA Data & Research, the SEU Finance Administrator, and DDS staff including Part C staff.
- The SEU conducted seven regional trainings through out the state on the Procedural Requirements and Program Standards.

Trainings conducted:

- | | |
|------------------|-------------|
| ○ March 3, 2009 | Little Rock |
| ○ March 10, 2009 | Little Rock |
| ○ March 11, 2009 | Jonesboro |
| ○ March 18, 2009 | Monticello |
| ○ March 25, 2009 | Pine Bluff |
| ○ March 26, 2009 | Camden |
| ○ March 31, 2009 | Springdale |

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

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

Trainings held:

- Little Rock- Tri-District EC Special Education Program Staff
- Hope – Southwest Education Service EC Special Education Staff
- Plumerville – Arch Ford Education Service Cooperative Staff
- Cedar Ridge School District Special Education Staff

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

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

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 97.38%

| | |
|---|---|
| 1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) | 2 |
| 2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) | 2 |
| 3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)] | 0 |

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

| | |
|---|---|
| 4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above) | 0 |
| 5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”) | 0 |
| 6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)] | 0 |

Actions taken if Noncompliance Not Corrected

No action was taken by the SEA; all non-compliance was corrected.

Verification of Correction (either timely or subsequent)

All children identified as not having eligibility determined by their 3rd birthday, in the two (2) LEAs found to be noncompliant, were confirmed to have had eligibility determined and placed in special education and related services, if eligible. The SEU verified that the 2 LEAs with findings in FFY2007 are correctly implementing the specific regulatory requirements by conducting onsite monitoring, reviewing and verification of the early childhood deficiency correction plans and the

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provision of trainings on regulatory requirements.

Additionally, through the student management system and onsite monitoring, LEAs developed and implemented the IEPs, although late, unless the child was no longer within the jurisdiction of the LEA. Trainings were held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124, including correction of noncompliance.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

Level of compliance (actual target data) State reported for FFY 2006 for this indicator: 97.60%

| | |
|--|---|
| 1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator | 1 |
| 2. Number of remaining FFY 2006 findings the State has verified as corrected | 1 |
| 3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)] | 0 |

Actions taken if Noncompliance Not Corrected

No action was taken by the SEA; all non-compliance was corrected.

Verification of Correction (either timely or subsequent)

All children identified as not having eligibility determined by their 3rd birthday, in the one LEA found to be noncompliant, were confirmed to have had eligibility determined and placed in special education and related services, if eligible. The SEU verified that the LEA with findings in FFY2006 is correctly implemented the specific regulatory requirements by conducting onsite monitoring, the reviewing and verification of the early childhood deficiency correction plan. Additionally, through the student management system and onsite monitoring, the LEA developed and implemented the IEPs, although late, unless the child is no longer within the jurisdiction of the LEA. Further analysis of the LEA's subgrantees not meeting compliance in FFY2006 differed from subsequent findings in FFY2007.

Further, trainings were held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124, including correction of noncompliance.

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier

| | |
|--|---|
| 1. Number of remaining FFY 2004 and FFY2005 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator | 1 |
| 2. Number of remaining FFY 2004 and FFY2005 findings the State has verified as corrected | 1 |
| 3. Number of remaining FFY 2004 and FFY2005 findings the State has NOT verified as corrected [(1) minus (2)] | 0 |

Actions taken if Noncompliance Not Corrected

No action was taken by the SEA; all non-compliance was corrected.

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Verification of Correction (either timely or subsequent)

All children identified as not having eligibility determined by their 3rd birthday, in the one LEA found to be noncompliant, were confirmed to have had eligibility determined and placed in special education and related services, if eligible. The SEU verified that the LEA’s subgrantees with findings in FFY2005 and FFY2004 correctly implemented the specific regulatory requirements by conducting onsite monitoring, the reviewing and verification of the early childhood deficiency correction plan. Additionally, through the student management system and onsite monitoring, the LEA developed and implemented the IEPs, although late, unless the child is no longer within the jurisdiction of the LEA. Further analysis of the LEA’s subgrantees not meeting compliance in FFY2005 and FFY2004 differed from subsequent findings in FFY2006.

Additional Information Required by the OSEP APR Response Table (if applicable)

| Statement from the Response Table | State’s Response |
|---|--|
| <p>The State reported that noncompliance identified in FFY 2004, 2005 and 2006 with the early childhood transition requirements in 34 CFR §300.124(b) was partially corrected. The State must demonstrate, in the FFY 2008 APR, due February 1, 2010, that the remaining uncorrected noncompliance is corrected. OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2008 APR, due February 1, 2010, the State’s data demonstrating that it is in compliance with the requirements in 34 CFR §300.124(b), including correction of the noncompliance the State reported under this indicator in the FFY 2006 and 2007 APRs. The State must report, in its FFY 2008 APR due February 1, 2010, that it has ensured that each LEA with noncompliance reported by the State under this indicator in the FFY 2004, 2005, 2006 and 2007 APRs: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p> | <p>All children identified as not having eligibility determined by their 3rd birthday, in FFY2008, FFY2007, FFY2006, FFY2005, and FFY2004, were confirmed to have had eligibility determined and placed in special education and related services, if eligible. The SEU has verified that each LEA with findings in FFY2008, FFY2007, FFY2006, FFY2005, and FFY2004 is correctly implementing the specific regulatory requirements by conducting onsite monitoring, review and verification of the early childhood deficiency correction plans and by the provision of trainings on regulatory requirements.</p> <p>Additionally, through the student management system and onsite monitoring, LEAs developed and implemented the IEPs, although late, unless the child was no longer within the jurisdiction of the LEA. Trainings were held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124(b), including correction of noncompliance.</p> |

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages107-108 in the SPP.

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

Indicator 13: Secondary Transition

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

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

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.</p> |
| | <p>Actual Target Data for FFY 2008: This indicator is not being reported due to the realignment of the indicator with IDEA transition requirements. Reporting will begin with the FFY 2009 SPP/APR due February 1, 2011.</p> |

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008: Although this indicator is not being reported, the following targeted activities were conducted by Arkansas Transition Services (ATS) and P.O.I.S.E. to improve secondary transition. A summary of their activities for 2008-09 are presented below.

General activities of ATS were:

- Participation in local team meetings to encourage transition teams to continue making progress on their plans.
- Participation by various consultants on Child and Adolescent Service system program (CASSP) Teams around the State. Consultants on CASSP teams served approximately 30 students.
- Plan and conduct Transition Orientation Night for Parents for each education cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level—Arkansas Transition Services has provided presentations and poster sessions on various Transition topics/practices at several state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), and SEAS Forum, Human Development Center, National DCDT Conference.

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

Teacher Training: Teacher training was provided in the summer of 2008 to districts throughout Arkansas on the Indicator 13 checklist which included a comprehensive assessment component. Teachers were provided the National Secondary Transition Technical Assistance Center (NSTTAC) toolkit on the Indicator 13 checklist. This training is available at any time upon a district's request.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) was provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 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. As the result of the training, five districts have purchased the curriculum. This training is available at any time upon a district's request.

Both the teacher training on the NSTTAC Toolkit and the SAS relate to items 1 (Student participation in identification of postsecondary goals) and 5 (Student involvement in identification of strengths, needs, and preferences within transition assessment process) on the Indicator 13 Checklist.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): Teacher training was introduced in all co-op areas in the summer of 2008. This training focuses on demonstrating implementation of exit portfolios for senior students with IEPs. It includes having students assist in writing their Summary of Performance (SOP), maintaining all agency contacts and correspondence in a portfolio, participating in qualifying assessments and maintaining records of performance for enrollment in post secondary programs,

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and involving parents in activities to become knowledgeable in the portfolio's development. This training culminates with a portfolio overview at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. This training is available at any time upon a district's request.

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

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

Annual Arkansas Transition Summit: Preparation for the Fourth Annual Arkansas Transition Summit is set for October 1-2, 2009 is well under way. The focus will be Family Involvement and Self-Determination. Teams who previously attended will participate and continue work on current plan as well as attend presentations by local and national presenters to revise and improve plan. Information on all the indicators will be discussed and plans will be developed by districts to improve on those indicators. Approximately 200 will attend.

College Bound 2009: This activity was held June 17-19, 2009 at University of Central Arkansas (UCA). Seventeen Students and 14 parents and professionals participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Inter-Agency Collaboration: Arkansas Transition Services collaborated with the Division on Aging and Adult Services (DAAS) to produce a program shown on Arkansas' PBS affiliate in the spring of 2009 which provided information on the transition process including SSI, SSDI, applying for PASS plans, etc. In an effort to increase their knowledge and understanding of available services, the target audience was parents and students.

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

Transition Cadre Meetings: Cadre meetings were held to present team leaders with the latest information and professional development. A cadre meeting was held February 10-11, 2009 in Little Rock for leaders

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and co-leaders of local teams around the state. Tom Holub provided teams with professional development on self-determination, specifically the initiation and implementation of self-determination practices with students with disabilities in their classrooms. In addition, information on indicators 1, 2, 13, and 14 was presented by NSTTAC consultants and the Director of the IDEA Data & Research Office.

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

Transition and Autism Spectrum Disorders (ASD): A Transition Planning and Preparation for Students with Asperger's and High Functioning Autism Workshop was held February 12, 2009. Special education teachers, supervisors and vocational rehabilitation counselors attended this all day training. This workshop addressed issues related to transition to college for students with ASD, as well as introduced strategies to prepare, assess and work with this population. Strategies were also provided for those students not planning to attend college. Goals for workshop attendees were to:

- Understand the skills and preparation needed for students with ASD to transition to higher education settings
- Learn how and when to begin preparing students on the spectrum for the college option
- Understand documentation requirements needed for ADA and Section 504 at the post-secondary level
- Learn how to help individuals with ASD gain insight into their disability and the ways in which it affects different areas of functioning in higher education settings
- Become aware of alternative options for students with ASD to transition to college
- Learn strategies to work with parents of ASD students and set appropriate boundaries

Transition Retreat: The first Transition Retreat was held on December 10 – 11, 2008 at the Winthrop Rockefeller Institute. Participants were 15 teachers and special education supervisors from three school districts. This retreat afforded school personnel the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments, what they measure, the population they are most appropriate for, guidelines for their administration, etc. The participants were shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition plan.

Council for Exceptional Children Training: Arkansas Transition Services collaborated with Division on Career Development and Transition and KUDER to provide a pre-conference workshop at the Arkansas Council for Exceptional Children conference held November 2008 on the KUDER Career Planning System. Approximately forty teachers attended to learn about the assessment tool. Arkansas Transition Services provided additional training on how to use the KUDER in the implementation of an effective transition plan.

Collaboration with Arkansas Youth United: The northwest Arkansas Transition Consultant collaborated with Arkansas Youth United to provide Transition Fairs in northwest Arkansas. This group participated in the College Bound program and in the Arkansas Transition Summit to improve indicator outcomes.

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College Camp at University of Arkansas at Little Rock (UALR): In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees of this four day college camp for students with hearing impairments. The camp provided attendees with a 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 again in July 2009.

Transitions Class: Getting the Job: This workshop was developed in 2008-09 and presented for the first time in the summer of 2009. Teachers who participate in the workshop will learn how to individualize their transitions classes to meet students' needs relative to post school employment. Teachers are provided with a workbook and in depth training and tools on how to recruit employers in their areas. The training focuses on incorporating a community based program if the transition plan indicates that need.

LEA Consultation: Arkansas Transition Services consultants provided upon request approximately 60 consultations to districts throughout the state. These consultations consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided these services on a monthly basis to ensure ongoing technical assistance.

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

Transition Orientation Nights for Parents: Ten Transition Orientation Nights for Parents were held. These events presented general information on the transition process and provided parents an opportunity to ask questions and participate in the assessment process. Agency representatives participated in some of these events to provide information on their services.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services attended this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve data collection process in an effort to improve post school outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Drop Out Prevention Center and the National Post-School Outcomes Center

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

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

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

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 80.82%

| | |
|---|----|
| 1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) | 31 |
| 2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) | 31 |
| 3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)] | 0 |

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

| | |
|---|---|
| 4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above) | 0 |
| 5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”) | 0 |
| 6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)] | 0 |

Actions Taken if Noncompliance Not Corrected:

No action was required; all noncompliance was corrected

Verification of Correction (either timely or subsequent):

The State has verified that the 31 LEAs identified as noncompliant for secondary transition (1) are correctly implementing the specific regulatory requirements; and (2) have developed IEPs that include the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA. LEAs identified as noncompliant were required to submit a corrective action plan and proof of individual student folder corrections to the ADE Special Education Unit’s M/PE section. For each of the 31 LEAs identified the State reviewed LEAs’ documentation for timely correction via desk audit and or onsite monitoring. Reviews resulted in the clearance of the noncompliance within the one-year timeline.

Additional Information Required by the OSEP APR Response Table for this Indicator:

| Statement from the Response Table | State’s Response |
|--|---|
| Although the State is not required to report data for this indicator in the FFY 2008 APR, the State must report on the timely correction of the noncompliance reported by the State under this | The State has verified that the 31 LEAs identified as noncompliant for secondary transition in FFY2007 (1) are correctly implementing the specific regulatory requirements; and (2) have developed IEPs that include the required |

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| | |
|---|--|
| <p>indicator in the FFY 2007 APR. The State must report, in its FFY 2008 APR due February 1, 2010, that it has ensured that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.</p> | <p>transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA. LEAs were required to submit a corrective action plan and proof of individual student folder corrections to the ADE Special Education Unit’s M/PE section. The State reviewed each LEA’s documentation for timely correction via desk audit and or onsite monitoring. Reviews resulted in the clearance of the noncompliance within the one-year timeline.</p> |
|---|--|

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2008-09:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 117-120 in the SPP.

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

Indicator 14: Post School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
(20 U.S.C. 1416(a)(3)(B))

| |
|---|
| Measurement: |
| <p>A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> |

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had</p> |

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| | |
|--|--|
| | <p>IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> |
|--|--|

Actual Target Data for FFY 2008:

This indicator is not being reported due to the revised collection so that more consistent data can be obtained on the percent of students with IEPs who are no longer in secondary school and are in higher education, competitively employed or in other postsecondary education or employment. Reporting will begin with the FFY 2009 SPP/APR due February 1, 2011.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Although this indicator is not being reported, the following targeted activities were conducted by Arkansas Transition Services (ATS) and P.O.I.S.E. to improve post school outcomes. A summary of their activities for 2008-09 are presented below.

General activities of ATS were:

- Participation in local team meetings to encourage transition teams to continue making progress on their plans.
- Participation by various consultants on Child and Adolescent Service system program (CASSP) Teams around the State. Consultants on CASSP teams served approximately 30 students.
- Plan and conduct Transition Orientation Night for Parents for each education cooperative area.
- Plan and conduct Transition Fairs for students and families to learn about area agencies and services they provide.
- Submit proposals for presentations of Transition Activities at the state and national level—Arkansas Transition Services has provided presentations and poster sessions on various Transition topics/practices at several state/national conferences including: Arkansas Council for Exceptional Children, Special Show, Secondary Transition State Planning Institute (national), and SEAS Forum, Human Development Center, National DCDT Conference.

Transition Inservice: Trainings are provided prior to the start of each school year upon request.

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These typically provide a general overview of transition requirements and assessments but are customized to meet the needs of the requesting district. Other activities undertaken throughout the school year are:

Teacher Training: Teacher training was provided in the summer of 2008 to districts throughout Arkansas on the Indicator 13 checklist which included a comprehensive assessment component. Teachers were provided the National Secondary Transition Technical Assistance Center (NSTTAC) toolkit on the Indicator 13 checklist. This training is available at any time upon a district's request.

Self-Advocacy Strategy Training: The Self-Advocacy Strategy (SAS) was provided throughout Arkansas in the summer of 2008. SAS is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 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. As the result of the training, five districts have purchased the curriculum. This training is available at any time upon a district's request.

Both the teacher training on the NSTTAC Toolkit and the SAS relate to items 1 (Student participation in identification of postsecondary goals) and 5 (Student involvement in identification of strengths, needs, and preferences within transition assessment process) on the Indicator 13 Checklist.

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

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

Partnership with NSTTAC: The SEA maintains a partnership with the National Secondary Transition and Technical Assistance Center to improve transition services and ultimately improve student post school outcomes. NSTTAC is also working with the SEA on a "Focus" school, West Memphis High School. This project includes working closely with the LEA Supervisor, the Transition Coordinator for West Memphis High School and a Special Education

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teacher in implementing a Transitions Class. Financial and technical assistance are being provided by NSTTAC and the Arkansas Transition Services. Data are collected and analyzed to determine effective tools, assessments, curricula and practices.

Annual Arkansas Transition Summit: Preparation for the Fourth Annual Arkansas Transition Summit is set for October 1-2, 2009 is well under way. The focus will be Family Involvement and Self-Determination. Teams will attend again and continue work on current plan as well as attend presentations by local and national presenters to revise and improve plan. Information on all the indicators will be discussed and plans will be developed by districts to improve on those indicators. Approximately 200 will attend.

College Bound 2009: This activity was held June 17-19, 2009 at University of Central Arkansas (UCA). Seventeen Students and 14 parents and professionals participated in team activities and sessions on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. A post College Bound survey will be sent to College Bound participants in an effort to gain information about its effectiveness and to make improvements for College Bound 2010. College Bound 2010 is scheduled for June 16-18, 2010 at UCA.

Inter-Agency Collaboration: Arkansas Transition Services collaborated with the Division on Aging and Adult Services (DAAS) to produce a program shown on Arkansas' PBS affiliate in the spring of 2009 which provided information on the transition process including SSI, SSDI, applying for PASS plans, etc. In an effort to increase their knowledge and understanding of available services, the target audience was parents and students.

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

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

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

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Transition and Autism Spectrum Disorders (ASD): A Transition Planning and Preparation for Students with Asperger's and High Functioning Autism Workshop was held February 12, 2009. Special education teachers, supervisors and vocational rehabilitation counselors attended this all day training. This workshop addressed issues related to transition to college for students with ASD, as well as introduced strategies to prepare, assess and work with this population. Strategies were also provided for those students not planning to attend college. Goals for workshop attendees were to:

- Understand the skills and preparation needed for students with ASD to transition to higher education settings
- Learn how and when to begin preparing students on the spectrum for the college option
- Understand documentation requirements needed for ADA and Section 504 at the post-secondary level
- Learn how to help individuals with ASD gain insight into their disability and the ways in which it affects different areas of functioning in higher education settings
- Become aware of alternative options for students with ASD to transition to college
- Learn strategies to work with parents of ASD students and set appropriate boundaries

Transition Retreat: The first Transition Retreat was held on December 10 – 11, 2008 at the Winthrop Rockefeller Institute. Participants were 15 teachers and special education supervisors from three school districts. This retreat afforded school personnel the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments, what they measure, the population they are most appropriate for, guidelines for their administration, etc. The participants were shown how the results of the reviewed assessments could be used in the development of a more productive and beneficial transition plan.

Council for Exceptional Children Training: Arkansas Transition Services collaborated with Division on Career Development and Transition and KUDER to provide a pre-conference workshop at the Arkansas Council for Exceptional Children conference held November 2008 on the KUDER Career Planning System. Approximately forty teachers attended to learn about the assessment tool. Arkansas Transition Services provided additional training on how to use the KUDER in the implementation of an effective transition plan.

Collaboration with Arkansas Youth United: The northwest Arkansas Transition Consultant collaborated with Arkansas Youth United to provide Transition Fairs in northwest Arkansas. This group participated in the College Bound program and in the Arkansas Transition Summit to improve indicator outcomes.

College Camp at University of Arkansas at Little Rock (UALR): In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting attendees of this four day college camp for students with hearing impairments. The camp provided attendees with a 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 again in July 2009.

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Transitions Class: Getting the Job: This workshop was developed in 2008-09 and presented for the first time in the summer of 2009. Teachers who participate in the workshop will learn how to individualize their transitions classes to meet students' needs relative to post school employment. Teachers are provided with a workbook and in depth training and tools on how to recruit employers in their areas. The training focuses on incorporating a community based program if the transition plan indicates that need.

LEA Consultation: Arkansas Transition Services consultants provided upon request approximately 60 consultations to districts throughout the state. These consultations consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided these services on a monthly basis to ensure ongoing technical assistance.

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

Transition Orientation Nights for Parents: Ten Transition Orientation Nights for Parents were held. These events presented general information on the transition process and provided parents an opportunity to ask questions and participate in the assessment process. Agency representatives participated in some of these events to provide information on their services.

Secondary Transition State Planning Institute: Members of Arkansas Transition Services attended this annual meeting in May 2009 to continue work on the Arkansas state plan to improve indicator outcomes. The team established goals in three areas: to implement Check and Connect in pilot school districts in AR; to establish Youth Leadership Teams in a district in AR; and to improve data collection process in an effort to improve post school outcomes. The Institute is sponsored by the National Secondary Transition Technical Assistance Center, National Drop Out Prevention Center and the National Post-School Outcomes Center

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

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

Making the Connection Across Indicators 1, 2, 13, 14 Workshop: In September 2008, a team

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from Arkansas participated in this workshop sponsored by the North Central Regional Resource Center and Southeast Regional Resource Center in Kansas City, KS. The P.O.I.S.E. staff provided professional development opportunities on Making the Connection Across Indicators 1, 2, 13, and 14 and used this process in local school districts that requested assistance through CIRCUIT.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2008:**

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 135-138 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 | |
| FFY 2008 | Percent of noncompliance corrected within one year: 100% | |
| Actual Target Data for FFY 2008: Percent of noncompliance corrected within one year | | |
| Number of Findings of noncompliance | Number of corrections completed as soon as possible but in no case later than one year from identification | Percent |
| 759 | 759 | 100% |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

The target for 2008-09 was 100%. Overall there were 759 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in 2007-08. All corrections were completed as soon as possible but in no case later than one year from identification. The LEA count of findings may be duplicated for LEAs found noncompliant in more than one General Supervision System Components (Onsite visits, self-assessment, local APR, desk audit, etc). 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 2008 | | | | |
|--|--|-------------------------|--|---|
| Indicator | General Supervision System Components | # of Programs Monitored | (a) # of findings of noncompliance identified in FFY 2007 (7/1/2007-6/30/2008) | (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. | 84 | 0 | 0 |
| 2. Percent of youth with IEPs dropping out of high school. | Dispute Resolution | | | |
| | 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 postsecondary 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. | 271 | 57 | 57 |
| 7. Percent of preschool children with IEPs who demonstrated improved outcomes. | Dispute Resolution | | | |
| | Other: Specify | | | |
| 4A. Percent of districts identified by the state as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 271 | 51 | 51 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| 5. Percent of children with IEPs aged 6 through 21 - educational placements. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 271 | 15 | 15 |
| 6. Percent of preschool children aged 3 through 5 - early childhood placement. | Dispute Resolution | 1 | 1 | 1 |
| | 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. | 271 | 1 | 1 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |

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| | | | | |
|--|--|-----|-----|-----|
| 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. | 255 | 33 | 33 |
| | 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 for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 271 | 129 | 129 |
| | Dispute Resolution | 2 | 2 | 2 |
| | Other: Specify | | | |
| 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 32 | 2 | 2 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| 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. | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 255 | 54 | 54 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| Other areas of noncompliance: • Child Find (not related to timely evaluations) | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 96 | 44 | 44 |
| | Dispute Resolution | 1 | 1 | 1 |
| | Other: Specify | | | |
| Other areas of noncompliance: • Due Process | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 96 | 72 | 72 |
| | | | | |

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| | | | | |
|---|--|----|--------------------------|-------------|
| | Dispute Resolution | 2 | 2 | 2 |
| | Other: Specify | | | |
| Other areas of noncompliance: <ul style="list-style-type: none"> • Protection in Evaluation Procedures • Procedures for Evaluating Specific Learning Disabilities | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 96 | 207 | 207 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| Other areas of noncompliance: <ul style="list-style-type: none"> • FAPE • IEPs | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 96 | 61 | 61 |
| | Dispute Resolution | 6 | 8 | 8 |
| | Other: Specify | | | |
| Other areas of noncompliance: <ul style="list-style-type: none"> • Confidentiality • Personnel Development • CWD in Private Schools • Use of Funds | Monitoring: On-site visits, self-assessment, local APR, desk audit, etc. | 96 | 19 | 19 |
| | Dispute Resolution | | | |
| | Other: Specify | | | |
| Sum the numbers down Column a and Column b | | | 759 | 759 |
| Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100. | | | (b) / (a) X 100 = | 100% |

Activities surrounding Indicator 15 were:

- The AMI™ and the monitoring protocol were fully operational in 2007/08; however, there was a server malfunction which limited the use of AMI™ in 2008-09.
- 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.
- SEU M/PE staff implemented verification procedures for correction of noncompliance.

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**Revisions, with Justification, to Proposed Targets/Improvement
Activities/Timelines/Resources for FFY 2008:**

No changes have been made to the proposed targets. Improvement activities, timelines, and resources have been updated to reflect activities across the State. See page 152 in the SPP.

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

Indicator 16: Complaint Timelines

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

Measurement:

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

| FFY | Measurable and Rigorous Target | |
|-----------------|---|----------------------------------|
| FFY 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% | |
| | <p>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%.</p> | <p>(16/16)*100 = 100%</p> |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

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 22 signed written complaints received in 2008-09, investigations were conducted and reports were issued for 16 complaints. While 14 reports had findings, all 16 complaint investigation reports were issued within timelines. A total of 6 complaints of the 22 filed were withdrawn or dismissed. There were no complaints pending at the end of the state fiscal year.

Dispute Resolution Section Activities Completed in 2008-09:

Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General’s office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project was held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania presented a one day workshop on Special Education Case Law under the IDEA.

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The SEU sent two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer was sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section (DRS) utilized 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 subscribed to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General's office and the due process complaint Hearing Officers.

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

The State's new investigation tracking system was finalized and incorporated into the special education data warehouse. The system became fully operational in June 2009 in time for the 2009-10 fiscal year.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2008-09 have been updated in the SPP to reflect activities across the State. See page 158 in the SPP.

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

Indicator 17: Due Process Timelines

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

| |
|--|
| <p>Measurement:</p> <p>Percent = $[3.2(a) + 3.2(b)]$ divided by (3.2) times 100.</p> |
|--|

| FFY | Measurable and Rigorous Target |
|---|--|
| FFY 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% |
| Actual Target Data for 2008-09: | |
| 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 50% . | $(1/2) * 100 = 50\%$ |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

In 2008-09, there were 26 hearing requests one of which was an expedited hearing request. Two hearing requests were fully adjudicated, 23 hearing requests were resolved without a hearing and one was pending at the end of the reporting period.

Dispute Resolution Section Activities Completed in 2008-09:

Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General’s office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project was held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania presented a one day workshop on Special Education Case Law under the IDEA.

The SEU sent two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer was sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section subscribed to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General’s office and the due process complaint Hearing Officers.

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The Dispute Resolution Section (DRS) utilized 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 information technology team of the Grants/Data Management Section continued to work with DRS on the development and implementation of the DRS hearing tracking system to be incorporated into the data warehouse.

The State's new investigation tracking system was finalized and incorporated into the special education data warehouse. The system became fully operational in June 2009 in time for the 2009-10 fiscal year.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2008-09 were updated in the SPP to reflect activities across the State. See page 164 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2008

**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))

Measurement:

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

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

| FFY | Measurable and Rigorous Target |
|---|---|
| FFY 2008 | Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 53% |
| Actual Target Data for: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 87.5% | $(21/24) * 100 = 87.5\%$ |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Arkansas had 26 hearing requests, one of which was an expedited hearing request, throughout 2008-09. Twenty-four (24) of the hearing requests went to resolution sessions with 21 resulting in settlement agreements, including the one expedited request. The resolution session settlement agreements rate of 87.5% exceeds the target of 53.00%.

Dispute Resolution Section Activities Completed in 2008-09:

Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project was held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania presented a one day workshop on Special Education Case Law under the IDEA.

The SEU sent two Hearing Officers and two staff members to the 30th Annual LRP National Institute in Las Vegas, Nevada. One Hearing Officer was sent to Seattle, Washington for the Seventh National Academy for Administrative Law Judges and Hearing Officials.

The Dispute Resolution Section (DRS) utilized the Center for Appropriate Dispute Resolution in Special Education (CADRE) as a resource for this Section and for the State Hearing Officers.

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CADRE is used to provide technical assistance to the State Hearing Officers on special education issues.

The Dispute Resolution Section subscribed to the Individuals with Disabilities Education Law Report, published by LRP, for the ADE-SEU office, Attorney General's office and the due process complaint Hearing Officers.

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

The State's new investigation tracking system was finalized and incorporated into the special education data warehouse. The system became fully operational in June 2009 in time for the 2009-10 fiscal year.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2008-09 were updated in the SPP to reflect activities across the State. See page 168 in the SPP.

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Monitoring Priority: Effective General Supervision Part B — General Supervision

Indicator 19: Mediation Agreements

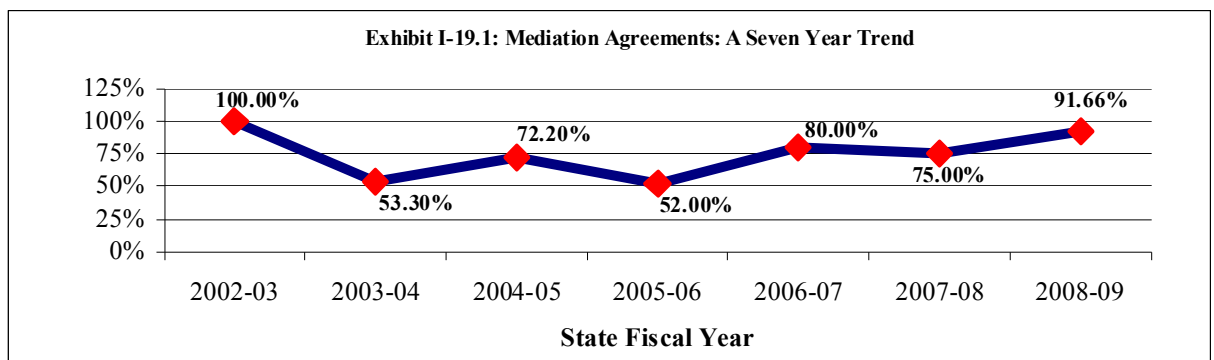
Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

| |
|---|
| Measurement: |
| Percent = [2.1(a)(i) + 2.1 (b)(i)] divided by (2.1) times 100 |

| FFY | Measurable and Rigorous Target |
|---|--|
| FFY 2008 | Percent of mediations held that resulted in mediation agreements: 73.50% |
| Actual Target Data for FFY 2008: Seventy-five percent (75%) of mediations requested resulted in mediation agreements. | $((0+11)/12)*100 = \mathbf{91.66\%}$ |

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008: The ADE and University of Arkansas at Little Rock Bowen School of Law Mediation Project had 22 mediation requests in 2008-09. Zero of the mediation requests were related to due process. Twelve sessions were actually held and 11 of those resulted in agreements. No mediation sessions were pending as of June 30, 2009. The mediation agreement rate was 91.66%, 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 the last seven years have a wide variance. While State fiscal year (SFY) 2003 resulted in 100% of mediation agreements, four years later in SFY 2006 only 52.00% of mediations resulted in agreements. However, the SFY 2009 rate of mediation agreements increased to 91.66%, further illustrating the unpredictability of mediation as displayed in Exhibit I-19.1.



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Dispute Resolution Section Activities Completed in FFY 2008:

Training for all State Agency Special Education Area Supervisors, Hearing Officers, an attorney representing the Arkansas Attorney General's office, and mediators from the University of Arkansas at Little Rock School of Law Special Education Mediation Project was held at the Arkansas Department of Education in October of 2008. Dr. Perry Zirkel, Professor of Education and Law, Lehigh University, Bethlehem, Pennsylvania presented a one day workshop on Special Education Case Law under the IDEA.

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.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2008-09 were updated in the SPP to reflect activities across the State. See page 171 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2008

**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))

| |
|--|
| <p>Measurement: State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are: A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and B. Accurate, including covering the correct year and following the correct measurement. States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).</p> |
|--|

| FFY | Measurable and Rigorous Target |
|-----------------|---|
| FFY 2008 | <p>A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment): 100% compliance</p> <p>B. Accurate, including covering the correct year and following the correct measurement: 100% compliance.</p> |

| |
|--|
| <p>Actual Target Data for FFY 2008: In 2008-09, 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. Additionally, Arkansas submitted the 2008-09 Assessment file early via EDEN to populate elements of the CSPR. This submission will also be used by EDFacts to conduct congruency which will enable Arkansas to become EDEN only for 6 of 6 data table.</p> <p>The data tables loaded into EDFacts and 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 sent 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> |
|--|

Part B State Annual Performance Report (APR) for FFY 2008

| Part B Indicator 20 Data Rubric | | | | | |
|---|---|----------------------------|--------------|--|--|
| 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 | | | | | |
| 14 | | | | | |
| 15 | 1 | 1 | 2 | | |
| 16 | 1 | 1 | 2 | | |
| 17 | 1 | 1 | 2 | | |
| 18 | 1 | 1 | 2 | | |
| 19 | 1 | 1 | 2 | | |
| | | Subtotal | 34 | | |
| APR Score Calculation | Timely Submission Points If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right. | | 5 | | |
| | Grand Total | | 39.00 | | |

| 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 | N/A | N/A | N/A | 3 |
| Table 7 – Dispute Resolution Due Date: 11/1/08 | 1 | 1 | 1 | N/A | 3 |
| | | | | Subtotal | 21 |
| Grand Total I (subtotal X 1.857; | | | | | 39.00 |
| Indicator #20 Calculation | | | | | |
| A. APR Grand Total | | | 39 | Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.857 for 618 * Call your State Contact if you choose to provide data for Indicators 13 or 14 | |
| B. 618 Grand Total | | | 39 | | |
| C. APR Grand Total (A) + 618 Grand Total (B) = | | | 78 | | |
| Total N/A in APR | | | 0 | | |
| Total N/A in 618 | | | 0 | | |
| Base | | | 78.00 | | |
| D. Subtotal (C divided by Base*) = | | | 1.00 | | |
| E. Indicator Score (Subtotal D x 100) = | | | 100.00% | | |

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

The ADE goes to great lengths to ensure the data are timely and accurate. Districts have the opportunity to review and correct their data after submitting to APSCN via the special education website application known as MySped Resource. Reports are generated directly from the special education SQL server using Crystal Reports. The staff then cross-references each report looking for inconsistencies within the data set prior to using the data for federal and state reporting.

The ADE continues the development of a seamless and public data environment for the purpose of increasing the accuracy, validity, and timeliness of data used in general supervision activities. The primary vehicle for public and restricted reviews of special education data will continue to be the Special Education website at <http://arksped.k12.ar.us/>.

The IDEA Data & Research Office sponsored training on the Information Tool (IT) Kit from North Central Regional Resource Center. Participants included SEU staff, SEU Educational Consultants, Arkansas Transition Services staff, SIG/SPDG staff, IDEA Data & Research staff, ADE ACSIP staff, and DDS staff.

Planning for the second Special Education Data Summit to be held in Summer 2009 is well under way. The Summit is held on a bi-annual basis in opposite years of the ADE special education conference known as “Special Show.”

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

At the direction of the SEU, the IDEA Data and Research Office continued regular training with local special education data submitters. Face-to-face, as well as web-based trainings were conducted in conjunction with APSCN, DDS, and other ADE program and data administration staff.

Director of the IDEA Data & Research Office and Staff Conference Participation:

- Presented at Special Show 2008; “Using Data for Program Improvement”
- Presented as part of the opening plenary “The Use of Trend Data: A Look at LRE” at the OSEP/DAC Data Meeting
- Attended the OSEP Leadership Conference and other conferences that address data collection for the monitoring priorities
- Attended the EDFacts Fall Meeting and the EIMAC Spring and Fall meetings

The IDEA Data & Research Office disseminated a monthly newsletter. The newsletter discussed upcoming data submissions, training opportunities, and important resources. The newsletter was e-mailed to all LEA special education supervisors and early childhood coordinators. The first issue

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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™).

The Director of the IDEA Data & Research Office serves on the national advisory group for the Data Accountability Center. The Director attended the second meeting in the fall of 2009.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008:

No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 176-177 in the SPP.