

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



PART B ANNUAL PERFORMANCE REPORT
2009-10

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

Part B State Annual Performance Report (APR) for FFY 09 (2009-10)

TABLE OF CONTENTS

Monitoring Priority: Fape in the LRE.....	2
Indicator 01: Graduation Rates	3
Indicator 02: Dropout Rates.....	10
Indicator 03: Assessment.....	17
Indicator 04: Suspension/Expulsion	28
Indicator 05: School Age LRE.....	37
Indicator 06: Preschool LRE.....	44
Indicator 07: Preschool Outcomes.....	46
Indicator 08: Parent Involvement.....	55
Monitoring Priority: Disproportionality	61
Indicator 09: Disproportionality – Eligibility Category.....	61
Indicator 10: Disproportionality – Child with a Disability	65
Monitoring Priority: Effective General Supervision Part B/Child Find	70
Indicator 11: Child Find.....	70
Monitoring Priority: Effective General Supervision Part B/Effective Transition	74
Indicator 12: Early Childhood Transition.....	74
Indicator 13: Secondary Transition.....	80
Indicator 14: Post-School Outcomes	82
Monitoring Priority: Effective General Supervision Part B	84
Indicator 15: Identification and Correction of Noncompliance.....	84
Indicator 16: Complaint Timelines.....	90
Indicator 17: Due Process Timelines	92
Indicator 18: Hearing Request Resolved by Resolution Session.....	94
Indicator 19: Mediation Agreements	96
Indicator 20: State Reported Data.....	98

Part B State Annual Performance Report (APR) for FFY 2009

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

The initial development of the Arkansas State Performance Plan (SPP) began in May 2005 with the appointment of a 40-member stakeholder group. This group consisted of consumers, parents, school officials, legislators, and other interested parties. Initial orientations to the SPP were provided to the stakeholders group as well as to the State Advisory Panel in June 2005.

In July 2005, a half-day working session was conducted for members of the stakeholder group and the State Advisory Panel. After a brief orientation, members were assigned to one of three task groups focusing on the establishment of measurable and rigorous targets, strategies for improving performance and steps necessary for obtaining broad-based public input. The recommendations and considerations generated by these task groups laid the foundation for the development of the Arkansas SPP.

After additional work to develop the content of the SPP around the 20 indicators, the SPP was presented to the State Advisory Panel in mid-October 2005 for its comments and modifications. Advisory Panel SPP changes were incorporated and presented to the 40-member stakeholder group in a series of conference calls in late October.

Further changes suggested by the stakeholder group were made in November 2005 while additional data and targets were assembled. The SPP was posted on the Arkansas Department of Education (ADE) Special Education website as a series of program area “mini-volumes” in mid-November 2005. Comments were solicited from the public on the SPP topics of FAPE in the LRE, pre- and post-school outcomes, child find, and special education over-representation.

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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 2009	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%. Note: graduation rates are reported a year in arrears.

Actual Target Data:

ESEA: For 2008-09, the percent of students with disabilities who completed the 12th grade without dropping out of high school is 81.42%.

Describe the method used to collect data: The data for this indicator is collected through the statewide student management system of the Arkansas Public School Computer Network (APSCN) student information system. This is a four-year completion/non-dropout rate. Arkansas will begin using the four-year graduation cohort as outlined in the ESEA regulations with the reporting of 2009-10 graduates.

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

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

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

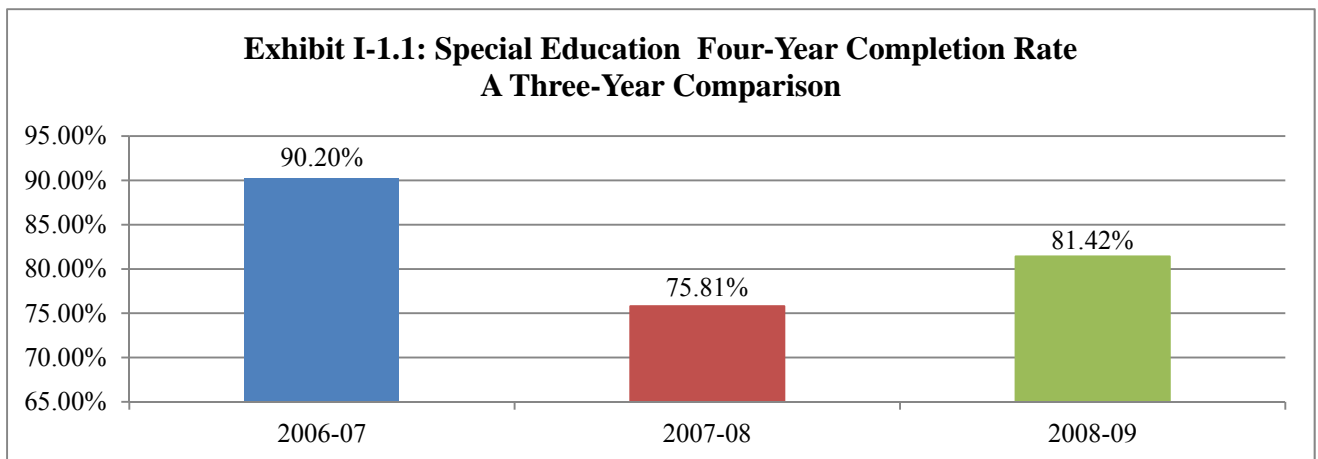
Year	Grade	Dropout Count	Enrollment Count	Dropout Rate	Completion Rate	Four Year Completion Rate
2005-06	09	84	4691	0.0179	0.9820	(.9820 * .9569 * .9279 * .9336) *100
2006-07	10	209	4854	0.0431	0.9569	
2007-08	11	302	4190	0.0721	0.9279	
2008-09	12	239	3600	0.0664	0.9336	
Total Special Education Completion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

Part B State Annual Performance Report (APR) for FFY 2009

Arkansas is reporting the ESEA reported data in EDEN file N/X041 that pre-populated the Consolidated State Performance Report (CSPR), as directed by OSEP, even though it is not an actual graduation rate. The calculation of the data in N/X041 does not represent a four-year graduation rate; it is considered a four-year completion/non-dropout 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/X04.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

The target for 2008-09 is the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook as 77%; however the calculated rate for 2008-09 is 81.42%. While a 7.4% increase from 75.81% in 2007-08 is an improvement, it also illustrates the instability of the current calculation which tends to rise and fall substantially from year-to-year as shown in Exhibit I-1.1.



Targeted Activities:

Targeted activities for this indicator are conducted by the Monitoring/Program Effectiveness Section (M/PE), Post-school Outcomes Intervention for Special Education program (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 2009-10 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 students with disabilities 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.)

Part B State Annual Performance Report (APR) for FFY 2009

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 Phase II process to implement Drop-Out Prevention Programs in 10 targeted local school districts. The Criminal Justice Institute, Arkansas Department of Education, and the Little Rock School District collaborated to create the grant application, the review process and protocol for technical assistance. Hot Springs, Forest City, Helena, Springdale, and the Little Rock School District submitted applications based upon the "Staying Power" strategies.

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

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

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

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

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

Check and Connect is also being supported by Arkansas Transition Services. In September 2009, Arkansas Transition Services and members from three school districts received training from the

Part B State Annual Performance Report (APR) for FFY 2009

Institute on Community Integration at the University of Minnesota on the Check and Connect program, a comprehensive student engagement intervention. Clinton School District, after attending the training, began to fully implement the program.

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

Little Rock School District Collaborations:

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

Arkansas Transition Services activities related to this indicator were:

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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

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

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

observations.

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

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

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

Transition Youth Conference: The annual Youth Conference was held in Hope, Arkansas in October 2009 and another was held in Magnolia, Arkansas. Students with disabilities from 13 school districts of that Co-op area attended. Training has been developed for others to learn how to hold these throughout the state.

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

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

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

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

Arkansas Youth United: The ATS Consultant in Northwest Arkansas collaborated with Arkansas Youth United (AYU) in providing a Transition Fair in NW Arkansas. Two parent resource panels

Part B State Annual Performance Report (APR) for FFY 2009

were held for parents, teachers and others needing resources in collaboration with AYU. An AYU employee also represented students with disabilities on a youth panel at NSTTAC's Institute.

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

Autism Diagnostic Observation System (ADOS): AR-LEARN conducted a two-day clinical training course on using ADOS to identify people with an autism spectrum disorder (ASD). The ADOS is a structured interaction and interview session with the person suspected of having ASD to assess social and communication behaviors. The workshop was offered twice during the year with a total of 52 participants. Additionally, an advanced ADOS training was offered with 13 participants. Participants included school psychology specialists, early childhood and school age behavior specialists, psychological examiners, speech language pathologists as well as special education teachers and supervisors.

Strategies for Teaching Autism based on Research (STAR): STAR is a two-day clinical training course on practicing some techniques of discrete trial training, pivotal response training, and teaching functional routines. The program provides a structure that allows teachers to implement instruction throughout the child's day through typical school routines and provides techniques to teach the child in a 1:1 instructional session. The workshop had 49 participants which included special and general education teachers, speech language pathologists, paraprofessionals, school psychology specialists, and behavior consultants.

Structured Teaching for Students with Autism (TEACCH): TEACCH is a five day workshop with five objectives: (1) Understand characteristics of ASD; (2) Understand and demonstrate structured teaching methods for beginning, moderate and higher level students with ASD; (3) Design visual schedules and work systems for students with ASD; (4) Understand the importance of visual structures in designing educational activities for ASD; and (5) Understand behavior management strategies effective with students who have ASD. The workshop, which is offered each summer, had 58 participants which included early childhood and school age special education teachers, paraprofessionals, and speech language pathologists.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

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 14-16 of the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

Monitoring Priority: FAPE in the LRE

Indicator 02: Dropout Rates

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

Measurement:

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

In accordance with Arkansas Code Annotated §6-15-503, the calculated school enrollment census (October 1 through September 30) total 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 2009	The target for the percent of youth with IEPs dropping out of high school is 4.25%.

Actual Target Data:

In 2008-09, 3.66% of students in grades 7-12 receiving special education services dropped out of school.

Note: Dropout rates are reported a year in arrears.

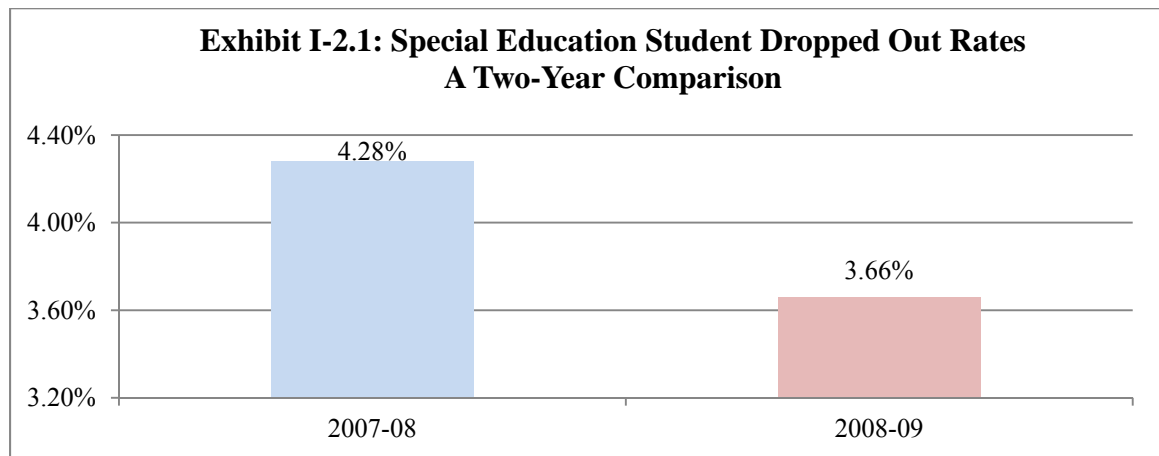
Describe the method used to collect data: The single year event data for this indicator is collected through the Arkansas Public School Computer Network (APSCN) student information system and submitted through the EDEN submission system (ESS) by the ADE Data Administration Office. Data Administration 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
916	25,060	3.66

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Based on the ESEA data for students in grades 7-12, in the 2008-09 school year, the special education dropout rate was 3.66%; a 14.5% improvement from the 2007-08 dropout rate of 4.28%. The 2008-09 dropout rate closely aligns with the 2004-05 baseline rate of 3.32%, which was calculated using the IDEA exiting data.

Part B State Annual Performance Report (APR) for FFY 2009



The ADE-SEU continues to be concerned with how students are identified as being a student with a disability for the purpose of the dropout calculation under ESEA. In discussions with APSCN and the Data Administration and Reporting Section, under the current calculation it remains unclear if students with a disability are identified based on October 1 enrollment or their 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 the dropout rate. There is a standard calculation for determining the grade level which the ADE-SEU believes should be applied so all students with disabilities in grades 7-12 are counted. Some of these concerns will be addressed when the reporting of dropout data is tied to the four-year graduation cohort. Under the new four-year graduation cohort calculation students with disabilities are being identified in the ninth grade and will remain in the special education sub-cohort throughout high school.

The ADE-SEU and the IDEA Data & Research Office at the University of Arkansas at Little Rock (UALR) will continue to 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:

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 2009-10 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. 2009-10). 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.

Part B State Annual Performance Report (APR) for FFY 2009

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 2009-10, P.O.I.S.E received 23 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 Phase II process to implement Drop-Out Prevention Programs in 10 targeted local school districts. The Criminal Justice Institute, Arkansas Department of Education, and the Little Rock School District collaborated to create the grant application, the review process and protocol for technical assistance. Hot Springs, Forest City, Helena, Springdale, and the Little Rock School District submitted applications based upon the "Staying Power" strategies.

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

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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

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

Little Rock School District Collaborations:

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

Arkansas Transition Services activities related to this indicator were:

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

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

Part B State Annual Performance Report (APR) for FFY 2009

	Goals			
4	Customized training: Writing Transition Plans	82	10	70%

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

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

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

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

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

Local Consults: ATS consultants have provided upon request approximately 83 consults to districts within their regions. These consults consist of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provide these consults on a monthly basis to support implementation through ongoing technical assistance. There have been great results from these consults, including “Transitions Tuesdays,” at one district. Forrest City High School consists of all teachers teaching Transition Activities that are on their Transition Plans to help make post school outcomes a reality. The teachers are given a conference period daily to plan, make

Part B State Annual Performance Report (APR) for FFY 2009

arrangements for field trips, do assessments, and then instruct on Tuesdays. Their consultant observes one Tuesday a month to ensure they are meeting the needs of the students' Transition Plans. The consultant also comes another day a month for instruction and input based on the previous observations.

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

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

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

Transition Youth Conference: The annual Youth Conference was held in Hope, Arkansas in October 2009 and another was held in Magnolia, Arkansas. Students with disabilities from 13 school districts of that Co-op area attended. Training has been developed for others to learn how to hold these throughout the state.

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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

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

Autism Diagnostic Observation System (ADOS): AR-LEARN conducted a two-day clinical training course on using ADOS to identify people with an autism spectrum disorder (ASD). The ADOS is a structured interaction and interview session with the person suspected of having ASD to assess social and communication behaviors. The workshop was offered twice during the year with a total of 52 participants. Additionally, an advanced ADOS training was offered with 13 participants. Participants included school psychology specialists, early childhood and school age behavior specialists, psychological examiners, speech language pathologists as well as special education teachers and supervisors.

Strategies for Teaching Autism based on Research (STAR): STAR is a two-day clinical training course on practicing some techniques of discrete trial training, pivotal response training, and teaching functional routines. The program provides a structure that allows teachers to implement instruction throughout the child's day through typical school routines and provides techniques to teach the child in a 1:1 instructional session. The workshop had 49 participants which included special and general education teachers, speech language pathologists, paraprofessionals, school psychology specialists, and behavior consultants.

Structured Teaching for Students with Autism (TEACCH): TEACCH is a five day workshop with five objectives: (1) Understand characteristics of ASD; (2) Understand and demonstrate structured teaching methods for beginning, moderate and higher level students with ASD; (3) Design visual schedules and work systems for students with ASD; (4) Understand the importance of visual structures in designing educational activities for ASD; and (5) Understand behavior management strategies effective with students who have ASD. The workshop, which is offered each summer, had 58 participants which included early childhood and school age special education teachers, paraprofessionals, and speech language pathologists.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

There were no changes to the proposed targets. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 27-29 of the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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 2009	Districts Meeting AYP for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2009	16.95%		Reading		Math		Reading		Math	
			95%		95%		38.81%		44.62%	
Actual Target Data for FFY 2009	#	%	#	%	#	%	#	%	#	%
	3 of 22	13.64	28,138	99.12	30,543	98.88	7,088	27.20	12,015	42.56

Actual Target Data for FFY 2009:

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 13.64%.

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 2009	Percent of Districts
FFY 2009	264	22	3	13.64

Part B State Annual Performance Report (APR) for FFY 2009

3. B - Actual Participation Data for FFY 2009**Math Assessment**

		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	HS	#	%
a	Children with IEPs	4,350	4,314	4,269	4,000	3,991	3,884	6,081	30,889	100.00%
b	IEPs in regular assessment with no accommodations	1,588	1,248	1,050	963	994	1,128	1,557	8,528	27.61%
c	IEPs in regular assessment with accommodations	2,286	2,556	2,719	2,510	2,463	2,244	2,093	16,871	54.61%
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	449	490	474	486	512	475	2,258	5,144	16.65%
g	Overall (b+c+d+e+f) Baseline	4,323	4,294	4,243	3,959	3,969	3,847	5,908	30,543	98.88%
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.										
		27	20	26	41	22	37	173	346	1.12%

Reading Assessment

		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	11	#	%
a	Children with IEPs	4,350	4,314	4,269	4,000	3,991	3,884	3,581	28,389	100.00%
b	IEPs in regular assessment with no accommodations	1,588	1,248	1,050	963	994	1,128	966	7,937	27.96%
c	IEPs in regular assessment with accommodations	2,286	2,556	2,719	2,510	2,463	2,244	1,889	16,667	58.71%
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	449	490	474	486	512	475	648	3,534	12.45%
g	Overall (b+c+d+e+f) Baseline	4,323	4,294	4,243	3,959	3,969	3,847	3,503	28,138	99.12%

Part B State Annual Performance Report (APR) for FFY 2009

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.	27	20	26	41	22	37	78	251	0.88%

3. C – Actual Performance Target Data for FFY 2009**Math Assessment**

		Grade	Grade	Grade	Grade	Grade	Grade	Total		
		3	4	5	6	7	8	HS	#	%
a	Children with IEPs	4017	3,976	3,917	3,650	3,667	3,526	5,477	28,230	100.00%
b	IEPs in regular assessment with no accommodations	1,075	728	457	336	280	191	507	3,574	12.66%
c	IEPs in regular assessment with accommodations	958	793	646	648	620	309	696	4,670	16.54%
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	355	371	329	315	319	278	1,804	3,771	13.36%
g	Overall (b+c+d+e+f) Baseline	2,388	1,892	1,432	1,299	1,219	778	3,007	12,015	42.56%

Reading Assessment

		Grade	Grade	Grade	Grade	Grade	Grade	Total		
		3	4	5	6	7	8	11	#	%
a	Children with IEPs	4017	3,976	3,917	3,650	3,667	3,526	3,303	26,056	100.00%
b	IEPs in regular assessment with no accommodations	752	613	421	245	194	232	80	2,537	9.74%
c	IEPs in regular assessment with accommodations	305	443	399	344	282	374	113	2,260	8.67%
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	320	320	274	306	324	256	491	2,291	8.79%

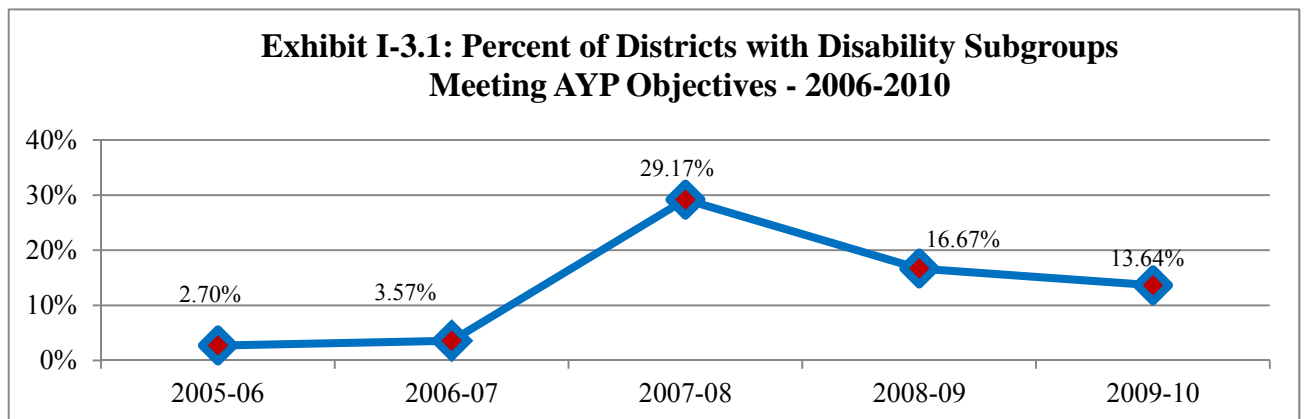
Part B State Annual Performance Report (APR) for FFY 2009

g	Overall (b+c+d+e+f) Baseline	1,377	1,376	1,094	895	800	862	684	7,088	27.20%
---	---------------------------------	-------	-------	-------	-----	-----	-----	-----	-------	--------

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

AYP:

The 2009-10 AYP rate for Arkansas districts with disability subgroups is 13.64%. This rate represents a decline from the FFY 2009 baseline of 16.67%. Historically, Arkansas reported AYP for each of two categories, mathematics and reading, which is in the State’s Accountability Workbook. However, that did not align with the APR Part B Indicator Measurement Table for FFY 2009. In reporting the first year of progress data under the new baseline, Arkansas has slippage. This is a difficult indicator to gauge with the number of districts with subgroups fluctuating from year to year. Additionally, Arkansas school districts have had another round of consolidations which affects the number of districts with subgroups. Although the progress data decreased three percentage points, if the newer baseline calculation had been applied in FFY 2005, Arkansas would have an improvement rate of 400% from FFY 2005 to FFY 2009. The four-year history of AYP rates for districts with disability subgroups is presented in Exhibit I-3.1.



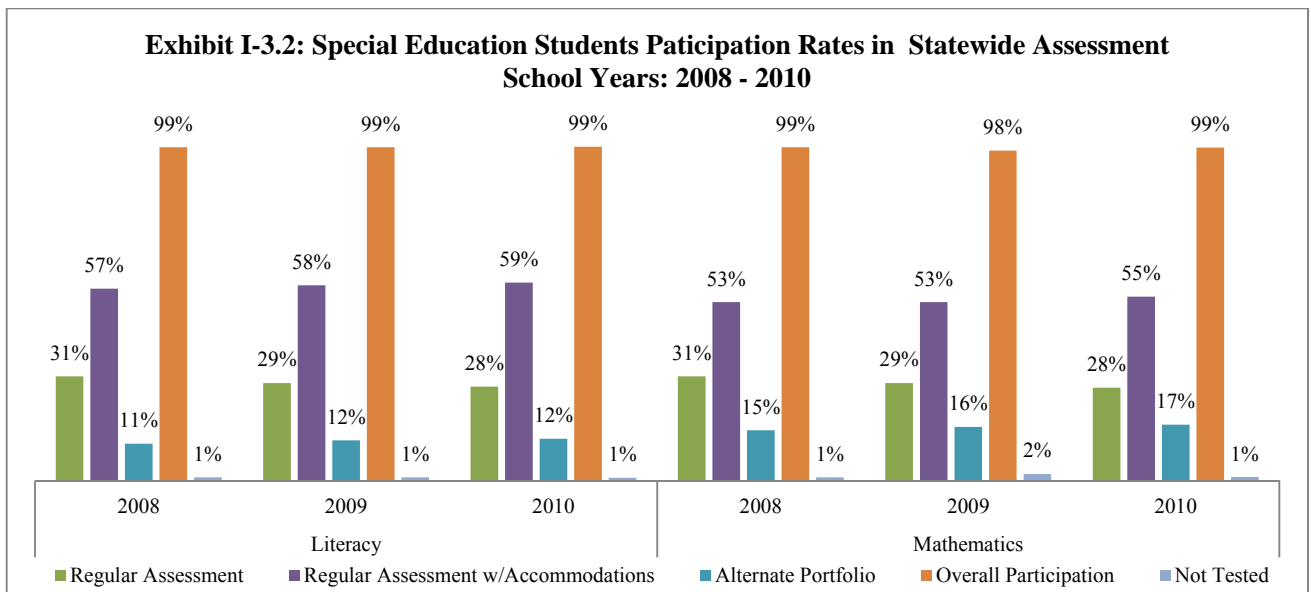
Participation:

Mathematics

The participation target is 95%; the 2009-10 participation rates rose less than one percentage point to 98.88% from 98.02% in 2008-09 (Exhibit I-3.2). Although Arkansas met the target of 95% it 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 over the past 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.

Part B State Annual Performance Report (APR) for FFY 2009

**Literacy**

The participation target is 95%; the 2009-10 participation rates increased slightly to 99.12% from 98.59% in 2008-09 (Exhibit I-3.2). Although Arkansas met the target of 95% it 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 literacy assessments has remained relatively unchanged over the past three years. The ADE Curriculum, Assessment and Research Unit, in conjunction with the Special Education Unit, continue 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:

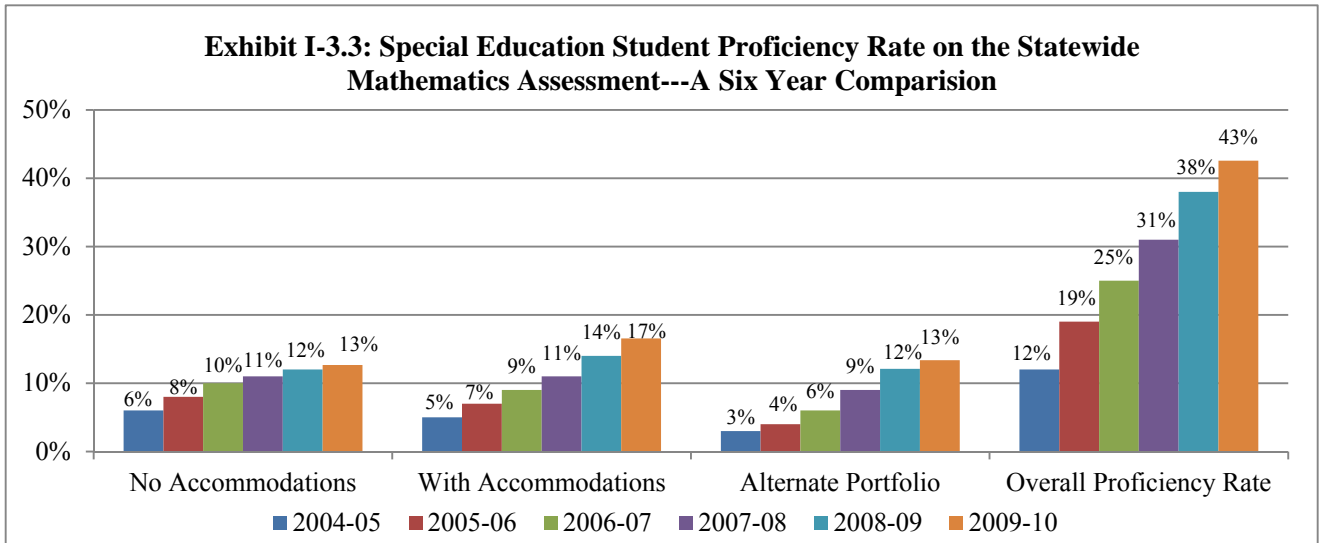
The FFY 2009 APR reflects the second year of proficiency data reporting based on students who were enrolled in their school district for a full academic year. The proficiency rate for students with disabilities increased both in mathematics and literacy for 2009-10. The increases in the proficiency scores illustrate a continual improvement, but this increase in mathematics and literacy was not sufficient to meet the targets established 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, and represents students at all instructional levels 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.

Mathematics

Arkansas' accountability workbook outlines a 6.52 percentage point annual gain for all students in mathematics; therefore, the target for 2009-10 for students with disabilities is 44.62%. The mathematics proficiency rate reached 42.56%, missing the target by 2.06 percentage points. However,

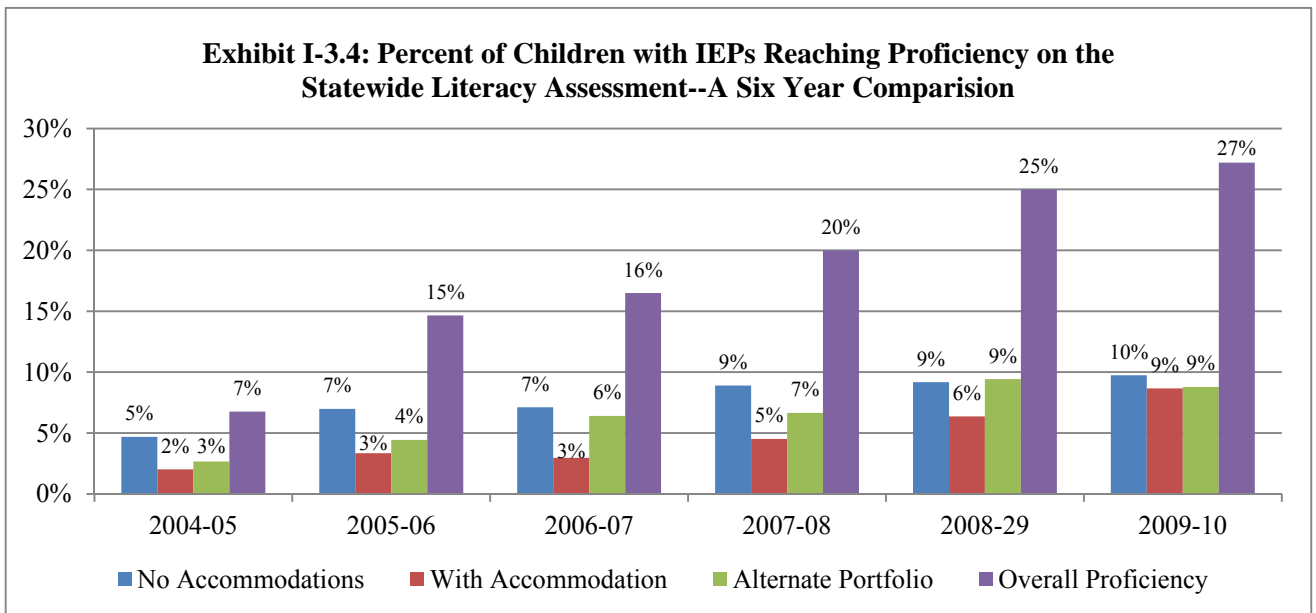
Part B State Annual Performance Report (APR) for FFY 2009

the 2009-10 rate is a 13.15% increase from 2008-09 and a 258.33% increase since the 2004-05 school year. Exhibit I-3.3 displays a six-year comparison of mathematics proficiency.



Literacy

The percentage point annual gain in literacy for all students under Arkansas’ accountability workbook is 6.41; therefore, the target for 2009-10 for students with disabilities is 38.81%. The overall literacy proficiency rate reached 27.20%, an 8.84% increase from the previous year and a 285.71% increase since the 2004-05 school year. Although Arkansas has had continual growth, the increase is still below the State’s target. A six-year comparison is presented in Exhibit I-3.4.



Part B State Annual Performance Report (APR) for FFY 2009

Targeted Activities:

Targeted activities for this indicator were conducted by the ADE-SEU, the Assessment and Curriculum Unit, and the State Personnel Development Grant (SPDG). A summary of their activities for 2009-10 is presented below.

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

Standards Based IEPs: In an effort to offer a more efficient and effective instructional system, which in turn will lead to better instruction, learning, and test scores, the Special Education Unit is developing a Standards Based IEP system which will be fully operational in the Fall of 2012. When the new Standards Based IEPs are implemented in the classrooms, instruction based on those goals will be more focused on the state curriculum standards and will be more closely aligned to the actual standards driven augmented benchmark exams.

The Standards Based IEP project continues in its development with scheduled training and the establishment of pilot sites for demonstration purposes. Marla Holbrook, a leading authority in Standards Based IEPs, has been contracted to serve as the consultant for the project. She will deliver a major training at the scheduled Special Show 2010 in Hot Springs in July 2010. Preparations are being made for at least 2000 people for this event.

Arrangements have been made to establish pilot demonstration sites across the state to assist in refining proposed forms and procedures. These sites will be operating from Sheridan, Magnolia, Bryant and Springdale. Final reports and recommendations from these sites will be ready at the end of May 2011.

Statewide Video Broadcast: A three-hour statewide video broadcast in September 2009 provided specific information on assessment processes for both the benchmark and the alternate portfolio assessment. This was broadcast to all of the regional Educational Service Cooperatives and other agencies equipped to receive the signal from the ADE studio. 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 2010 by the ADE Assessment Unit.

Alternate Portfolio Assessment Webinar Training: Statewide training on preparation and submission of the alternate portfolio assessment was provided by webinar on September 4 by the staff of the Assessment Unit and the Special Education Unit. This two-hour training covered all the basic information regarding preparation, alignment, and scoring. More than 500 teachers and administrators participated in the training.

Bias Committee Work: In an effort to provide the most effective test items, free from unintended distractions for all students, but especially for students with disabilities, the Assessment Unit conducts a bias review of all test items before they are field tested. This review is to remove any item which might suggest, reference, or imply any unacceptable language related to race, gender, ethnic, cultural, or disabling conditions. A member of the Special Education Unit staff chairs this important

Part B State Annual Performance Report (APR) for FFY 2009

committee. This review is conducted every year on the hundreds of proposed test items from the test publisher.

Regional Test Coordinator Training: The Assessment Unit of the Department of Education and representatives from the Special Education Unit presented regional training for all of the local test coordinators and test administrators across the state in January and February 2010. These trainings were held in Forrest City, Jonesboro, Mt. Home, Fort Smith, Monticello, Texarkana, and Little Rock. State law requires each test coordinator to attend this training every year for an update on administration and testing procedures.

Consultant Training on Alternate Portfolio Assessment: During the 2009-2010 school year, the Technology and Curriculum Access Center (TCAC), located in the Easter Seals Arkansas facility, contracted with 14 local school districts across the state to provide intensive professional development in the area of alternate portfolio assessment. The staff from TCAC is well trained and has many years of experience working with the alternate portfolio assessment. From July 2009, until June 2010, 924 persons were trained by the Center staff. The schools participating included Osceola, Little Rock, North Little Rock, Fayetteville, Hot Springs, Blytheville, Two Rivers, Harmony Grove, West Fork, Batesville, Danville, Perryville, Cave City, Dollarway, and Valley View. The group has contracts with 20 districts for training in the 2010-2011 school year with approximately 650 persons participating.

ADE Initiatives

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

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention project, based on the SIM, has become an integral part of educational reform in Arkansas for several years. During the initial phases of the intervention, a handful of districts chose to participate. More than 140 teachers participated in SIM professional Development during the 2009-2010 school year. At the present time, there are as many as 11 plus districts with more than 22 schools and also 25 Career and Technical teachers involved in this research-validated intervention designed to help teaching teams maximize learning among struggling learners at the middle and secondary levels.

Literacy Intervention Program Menu: The Literacy Intervention Program Menu, which was developed in Year 5 of the first SPDG, is now posted on the Arkansas IDEAS on-line professional development

Part B State Annual Performance Report (APR) for FFY 2009

website. The primary goal of the Literacy Intervention Program Menu is to assist schools in the selection of research-based literacy intervention programs. Special and general education teachers within schools identified as Needing School Improvement have access to the Literacy Intervention Program Menu.

The SPDG staff held a total of 93 scientifically-based professional development/training activities carried out during Year 1 (October 1, 2009 – September 30, 2010) involving a total of 4,084 ADE, Education Service Cooperative, and local school district personnel. Follow-up activities to these professional development/training activities included 102 on-site consultations involving 870 participants.

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 over 700 school district participants.

Arkansas Math Intervention Matrix: A Blue Ribbon Panel of mathematics experts across the state began meeting in February, 2010 to develop a web-based Mathematics Intervention Tool to support students with disabilities and other learners struggling in mathematics. The project has an expected completion date of July, 2011.

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

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

Part B State Annual Performance Report (APR) for FFY 2009

SPDG activities related to academic proficiency had 4,084 participants.

Training Area	Number of Participants	Number of PD/Trainings
Closing the Achievement Gap	282	6
Co-Teaching	1,480	34
Leadership Training	242	2
Regional Training	876	9
Reading/Literacy/Math	571	21
PBSS/Behavior	426	14
Recruitment/Retention	47	2
Other (Dyslexia, College Bound, Parent)	160	5
Total	4,084	93

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

AR-LEARN Mathematics/Literacy Conference: The Mathematics/Literacy Conference had breakout sessions and keynote speakers including: (1) Primary, Intermediate and Secondary Literacy Strategies; (2) Building and Maintaining Fluency in Basic Skills; (3) Algebraic Thinking-grades 6-9; (4) We Can Choose to Get Better Results Now: Strategies for Improving Literacy/Math Instructional Scores; (5) Comprehension Intervention Model and Strategic Processing for Special Education Teachers; and (6) K-2 Math- Internalization of facts, place value, etc.. The conference had 127 special and general education teachers, special education and district administrators, instructional facilitators and coaches, as well as ESL, CEIS, and RtI teachers and coordinators in attendance.

Orton-Gillingham Reading Program: Orton-Gillingham is a five-day course in Reading Instruction designed to meet the needs of ALL students, particularly students with Dyslexia or at-risk for other reading difficulties. This course provides participants with the opportunity to learn the structure of written language as well as systematic, multisensory techniques for teaching students with Dyslexia and other language-learning differences. The course was offered twice in 2009-10 and had 81 participants. Participants included special education teachers and administrators, speech language pathologists, literacy specialists, Dyslexia tutors, and reading recovery teachers.

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

Part B State Annual Performance Report (APR) for FFY 2009

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

Advances Learning Center: Advances Learning Center based in Watertown, MA, offers social skills groups and uses the advances social skills curriculum, an ABA model. The program offers social skill groups for children which meet for two hours a week for two 16-week sessions during the school year and for an 8-week summer session. Participants attending the training developed the following skills to implement the program locally: How to assess student's social skills; How to group students in to groups; How to select programs for students; and How to collect data during groups. A total of 28 teachers and two school psychologists participated in the training.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

There were no revisions to the targets. Improvement activities, timelines, and resources were updated in the SPP to reflect activities across the State. See pages 43-44 of the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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.

- 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))

Indicator 04A

- 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.
(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.

Include State’s definition of “significant discrepancy.”
 Note: This indicator is now being reported a year in arrears.

FFY	Measurable and Rigorous Target
FFY 2009	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: 6.60%

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-SEU receives two data pulls, an aggregate unduplicated count of all students by race and ethnicity 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.

Part B State Annual Performance Report (APR) for FFY 2009

Actual Target Data:		
A. In 2008-09, 636 children with disabilities (aged 3-21) had out-of-school suspensions greater than 10 days or were expelled. Through the State’s monitoring system, 22 of 280 districts were identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, resulting in a State rate of 7.86%.		
Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
280	22	7.86

Review of Policies, Procedures, and Practices: For each of the 22 LEAs that the State identified in 2008-09 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 on-site visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in one finding of noncompliance. The noncompliance was related to practice and the 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 for students with disabilities (SWD) if the manifestation determination review determines the behavior was a manifestation of the disability.
- 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.

The LEA was required to submit a plan addressing the noncompliance to the ADE-SEU and the M/PE staff verified the implementation of the plan via follow-up visits prior to clearing the noncompliance within the one-year timeline.

Each identified district conducts a self-assessment of policy, procedures, and practices which is submitted to the ADE-SEU 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 supports, 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

Part B State Annual Performance Report (APR) for FFY 2009

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 district's compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during FFY 2009 for 4A:

In 2008-09, the unduplicated count of students suspended or expelled for greater than 10 days rose from 563 to 636; an increase of 73 SWD. However, the number of districts triggering on suspension/expulsion dropped from 30 in 2007-08 to 22 in 2008-09. The State failed to meet the target of 6.60% by 1.26 percentage points. Although this represents slippage, it is an improvement from the previous year. Continual improvement is evident based on the preliminary analysis of the 2009-10 data, which identifies 19 districts with significant differences, a decline of 3 districts and a decrease in the number of students (526) being suspended/expelled for greater than 10 days.

Statewide data indicates that the total number of students being suspended or expelled is increasing across the board. In 2007-08, Arkansas had 2,428 students suspended or expelled for greater than 10 days. This number increased to 3,737 in 2008-09, and the preliminary 2009-10 data shows 3,759 students. Although the State is seeing an overall increase, the number of students receiving special education and related services being suspended or expelled for greater than 10 days appears to be declining.

Factors influencing the rate of suspension and expulsion include data validity and reliability, school-based mental health, and administrative changes. Data validity and reliability is a challenge for the LEAs. The data is collected in the student management system for all children, and special education staff often is not notified until situations escalate. It is important for special education staff to be part of the disciplinary teams and to have access to routine disciplinary reports in order to ensure student IEPs are meeting all of the students' needs. Arkansas continues to provide districts with technical assistance around discipline tracking and the use of positive behavior supports through its State Personnel Development Grant.

The provision of School-based Mental Health is a continual struggle in these economic times as the availability of funds to support school based mental health initiatives dwindles. The ADE continues to work with the School-Based Mental Health (SBMH) Network; however, due to funding constraints, grants have been reduced and no new districts have been added to the network. Districts with SBMH services report a direct correlation between the provision of SBMH services and reduction in the number and type of discipline referrals.

Anecdotally, another influencing factor is changes in district administrators. As administrators change in a district (superintendents and principals), 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.

Part B State Annual Performance Report (APR) for FFY 2009

Indicator 4B: Rates of Suspension and Expulsion by Race or Ethnicity

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:
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.

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

Definition of Significant Discrepancy and Methodology

A LEA with a risk ratio greater than four (4) is identified as having a significant discrepancy by race or ethnicity. The risk ratio compares students who received special education services and were suspended/expelled for greater than 10 days during the school year to all students who were suspended/expelled for greater than 10 days

Actual Target Data for 4B:

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

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)		This is a baseline year and is being reported in the SPP.	

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

Part B State Annual Performance Report (APR) for FFY 2009

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

Review of Policies, Procedures, and Practices

The review of 2008-09 policies, procedures and practices are presented in the SPP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during FFY 2009 for 4B:

This is a baseline year and no current progress or slippage is available.

Targeted Activities for 4A and 4B:

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

ADE Initiatives:

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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

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

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

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

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

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

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

LEA administrators (early childhood and school age), behavior interventionists (early childhood and school age), school psychologists and speech language pathologists.

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

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

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

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

Advances Learning Center: Advances Learning Center based in Watertown, MA, offers social skills groups and uses the advances social skills curriculum, an ABA model. The program offers social skill groups for children which meet for two hours a week for two 16-week sessions during the school year and for an 8-week summer session. Participants attending the training developed the following skills to implement the program locally: How to assess student's social skills; How to group students into

Part B State Annual Performance Report (APR) for FFY 2009

groups; How to select programs for students; and How to collect data during groups. A total of 28 teachers and two school psychologists participated in the training.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Reporting of the indicator is a year in arrears. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 59-60 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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))

<p>Measurement:</p> <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.</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.</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.</p>

FFY	Measurable and Rigorous Target
FFY 2009	<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: 56.93%</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: 12.51%</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: 02.56%</p>

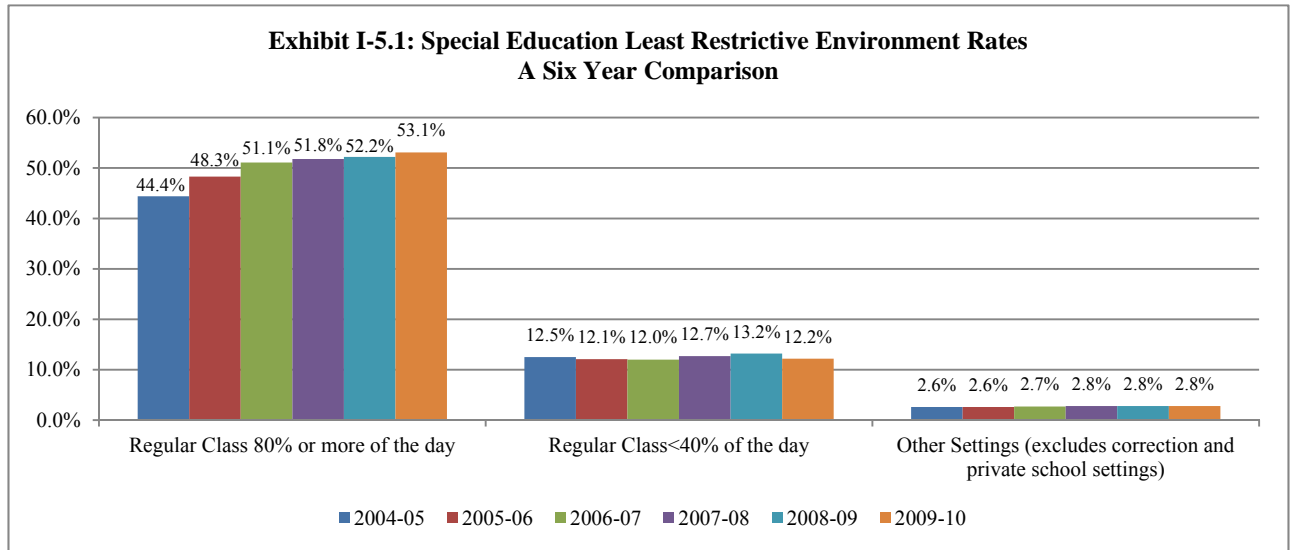
Actual Target Data for FFY 2009:		
A. 53.10% of children with IEPs were inside the regular classroom 80% or more of the day.		
Number of children with IEPs inside the regular class 80% or more of the day	Total number of students aged 6 through 21 with IEPs	Percent
27,702	52,174	53.10%
B. 12.49% of children 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
6,516	52,174	12.49%
C. 2.82% 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
1,470	52,174	2.82%

Part B State Annual Performance Report (APR) for FFY 2009

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Regular Classroom 80% or More of the Day

In 2009-10, 53.10% of children with IEPs were served in the regular classroom 80% or more of the day; thus, falling short of the proposed target of 56.93% by 3.83 percentage points as seen in Exhibit I-5.1. Although the percentage of children with IEPs served in the regular classroom 80% or more of the day continues to increase, it has not continued to grow at the rate seen in 2005-06. Since 2004-05, the actual target data has increased 19.59%.



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 small decrease in child count. 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-SEU anticipates that the rate will continue to increase slightly.

Regular Classroom <40% of the Day

After two years of increasing rates, the percentage of children with IEPs who were in the regular class less than 40% of the day declined to a rate of 12.2%; a decrease of one percentage point from 2008-09. Although the rate fell in 2009-10, the ADE-SEU staff and LEA supervisors continue to be mindful of the previous increases and continue to monitor the previously identified influencing factors. These two factors should shed some light on why the growth occurred and what to watch in case of future increases.

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.

Part B State Annual Performance Report (APR) for FFY 2009

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 nondisabled peers. It appears that these latter initiatives may be resulting in unintended and unexpected adverse consequences relative to LRE.

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%. Although the rate has held steady around 2.8% for the past three years it still reflects 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

Targeted activities for this indicator include statewide initiatives, Monitoring/Program Effectiveness Unit (M/PE), Co-Teaching Project, 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 Commissioner of Education serves on the Children’s Behavioral Health Care Commission. In addition, the Associate Director for Special Education, the Director of the Medicaid in the Schools office and the Coordinator of the SBMH network serve as liaisons to this Commission. They also participate in various stakeholder committees addressing specific areas of need and provide recommendations to the Commission relative to policy development, agency roles and funding. The work of the Commission is ongoing, with the intention of seeking legislation and funding from the Arkansas General Assembly to pilot some community-based services projects throughout the state, study their effectiveness, and seek funding for systems change to replicate effective community-based models.

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:

Part B State Annual Performance Report (APR) for FFY 2009

- 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 standards based 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 Project: The use of co-teaching in Arkansas is expanding yearly. Based on fulltime equivalency (FTE), in 2009-10 there were 413.78 teachers in 93 districts engaged in co-teaching in the k-12 classroom, an increase of 38.56 teachers (FTE) and 4 districts from 2008-09.

During 2009-10, The Arkansas Co-Teaching Project continued to base the components and content of its comprehensive professional development package on the previous year’s implementation evaluation data analysis. The 2009-10 package included:

- Phase I – A one day co-teaching foundational session for co-teachers and their building administrator
- Phase II – A one day building leadership team session to address system support issues associated with implementation
- Phase III – Follow-Up Support
 - 3 session series of webinars for co-teaching partnerships on differentiating instruction in the co-taught classroom
 - 2 session series of webinars for building leadership teams on implementation issues
 - 2 one half day on-site co-teaching coaching visits
 - 1 day “hands on” co-teaching partnership follow-up session
- Implementation evaluation support including pre/post data compilation and reporting:
 - Needs Assessment/Action Planning Checklist Survey – measures building/system support for implementation
 - Colorado Assessment of Co-Teaching Survey – measures changes in instructional practices in co-taught classroom and development of collaborative relationship between co-teachers
 - Final grades of students with and without disabilities in co-taught classrooms
 - Building leadership teams were encouraged to identify student outcome indicators more specific to their situation, i.e., state benchmark scores, content specific formative assessments, discipline referrals, student/parent satisfaction.

The Arkansas Co-Teaching Project continues its efforts to create effective and self-sustaining co-teaching programs through the utilization of co-teaching building leadership teams. These teams composed of a building administrator and representative general and special education co-teachers

Part B State Annual Performance Report (APR) for FFY 2009

are required to develop co-teaching implementation and improvement plans. In order to build capacity, the teams are also encouraged to include building and district support staff in these efforts including academic coaches, curriculum coordinators, counselors, special education supervisors, etc. As part of their implementation planning, the Arkansas Co-Teaching Project requires these leadership teams to evaluate their efforts. The project supports these teams by compiling the teams' data and providing pre/post data analysis reports to provide teams with information about changes that have or have not occurred in system support for the co-teaching model and instructional changes and collaborative relationship development between co-teachers.

In addition to providing a comprehensive professional development package, the Arkansas Co-Teaching Project has continued to work collaboratively with the ADE Deans' Symposium Project which provides grants for university staff to partner with local school districts to support the development of effective inclusionary practices including co-teaching. In October 2009, the two projects provided a half-day compressed interactive video presentation by a national expert in co-teaching and targeted university staff, ADE content specialists, and district/school level academic coaches. The Arkansas Co-Teaching Project also provides an opportunity for district/school level professional developer to participate in its comprehensive package.

Activities of the Arkansas Co-Teaching Project:

Thirteen (13) schools participated in the 2009-10 comprehensive package and 23 schools participated in a district specific package that did not include the co-teaching partnership follow-up session or the webinars.

ACTIVITY	NUMBER OF PARTICIPANTS
Phase I: Co-Teaching Foundational Sessions	182
Phase II: Building Leadership Team Sessions	107
Phase III: "Hands On" Co-Teaching Partners Follow-Up Sessions	75
Phase III: Webinars (5 held)	13 teams

Evaluation Results of Arkansas' Co-Teaching Project:

All 8 (100%) of the sessions received a rating of 4.0 or more on a 5-point scale on the item "overall rating of the session," with an average rating of 4.61. Pre- and post-findings for the *Needs Assessment* indicate progress across schools for co-teaching implementation. Results suggest schools have built upon the basic foundation for effective co-teaching in place in fall 2009, to address many key elements for effective implementation of co-teaching models. A comparison of the results between the fall 2009 and spring 2010 *Action Planning Checklist (APC)* administrations to assess the number of APC items addressed, reveals a doubling of the "yes" responses and an approximate reduction by one-half in "no" responses for post-test responses. By the spring 2010 administration, the average building leadership team had, to some extent, addressed 85% of the APC items.

An independent samples t-test was run to determine if there were a statistically significant difference in the mean scores for the *Colorado Assessment of Co-Teaching (CO-ACT)* between the fall 2009 and the spring 2010 administrations. Significant differences between respondents' (general and special education co-teachers) fall 2009 and their spring 2010 scores for all three

Part B State Annual Performance Report (APR) for FFY 2009

factors of the *CO-ACT* were noted.

The percent of all students, students with disabilities and students without disabilities earning grades in categories A through F were calculated for each co-taught classroom in order to determine the mean percent in each grading category for all co-taught classrooms. Grades for all students in co-taught classes were positively skewed (higher percentages in the A and B categories as compared to the D and F categories). The mean percent earning A's was 21.75%; mean percent B's was 27.54%; mean percent C's was 26.25%; mean percent D's was 18.26%; and mean percent F's was 6.20%.

When data were disaggregated to compare grades earned by students with disabilities to students without disabilities, grades for students with and without disabilities were positively skewed. However only 41.97% of students with disabilities earned A's or B's as compared to a mean percent of 50.86% of students without disabilities. Further there was a large difference in the mean percent of students with disabilities earning A's (9.26%) in comparison to the mean percent of students without disabilities earning A's (23.97%). On the lower end of the grading scale, a mean of 20.63% of students with disabilities earned D's and a mean of 9.38% earned F's in comparison to a mean of 17.06% of students without disabilities earning D's and 5.89% earning F's. While results reveal, across grade levels, students without disabilities are outperforming students with disabilities, the fact that the majority (mean = 70%) of students with disabilities earned a C or better in co-taught classes suggests that most students with disabilities are succeeding in co-taught classrooms.

In addition to the 2009-10 evaluation analysis, the Arkansas Co-Teaching Project in collaboration with partners at the University of Central Florida completed a five-year (2004-05 through 2008-2009) data analysis of its professional development activities. The results of this comprehensive evaluation plan indicate over time increases in the implementation of building level supports, rated performance of co-teaching partnerships and grades for students with disabilities in co-taught classrooms.

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

Part B State Annual Performance Report (APR) for FFY 2009

The SPDG also supports Co-teaching across the State. During Year 1 (of the current award), 34 trainings were provided in scientifically-based co-teaching strategies for 1,480 participants. Participant evaluations were available for nine of these professional development/training activities, involving 625 participants. Across these nine trainings, participants provided an average rating of 4.6 as being very satisfied by the training received, on a 5.0 scale with 5.0 being the highest participant rating.

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention project, based on the SIM, has become an integral part of educational reform in Arkansas for several years. During the initial phases of the intervention, a handful of districts chose to participate. More than 140 teachers participated in SIM professional Development during the 2009-2010 school year. At the present time, there are as many as 11 plus districts with more than 22 schools and also 25 Career and Technical teachers involved in this research-validated intervention designed to help teaching teams maximize learning among struggling learners at the middle and secondary levels.

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

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

There were no revisions to the proposed targets for FFY 2009. 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 2009 were updated in the SPP to reflect activities undertaken across the State. See pages 69-70 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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))

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2009	States are not required to report on Indicator 6 in the FFY 2009 APR
Actual Target Data for FFY 2009:	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

This indicator is not currently being reported.

Targeted Activities:

The targeted activities associated with Indicator 6 involve interagency collaborations and the Monitoring/Program Effectiveness (M/PE) section as well as the IDEA Data & Research Office.

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

- The ADE-SEU and DHS-DDS entered into a new and updated Memorandum of Understanding (MOU).
- General Supervision guidelines were implemented by the ADE-SEU concerning the oversight of the Developmental Day Treatment Service Clinics (DDTSC) serving children with disabilities ages 3-5.
- Quarterly meetings were conducted between the two agencies. These meetings included the State 619 Coordinator, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DHS-DDS staff including Part C Staff.
- The DDTSC program three-year monitoring system was implemented, utilizing a new monitoring protocol, in the 2009-10 school year. The ADE-SEU EC Program Director assisted in the training and participated with the DHS-DDS/Children Services Staff on the

Part B State Annual Performance Report (APR) for FFY 2009

- monitoring of these programs.
- The ADE-SEU and DHS-DDS jointly conducted seven regional trainings on Part C to Part B Transition throughout the state.

IDEA Data & Research Office: The IDEA Data & Research Office hosted the Arkansas Special Education Data Summit in July, 2009 for 357 participants. Early Childhood programs were introduced to the proposed LRE changes that were to take place in 2010-11.

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

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets. Updates have been made to the improvement activities in the SPP. See pages 77.

Part B State Annual Performance Report (APR) for FFY 2009

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 assessed times 100.

Part B State Annual Performance Report (APR) for FFY 2009

- 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.

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

Part B State Annual Performance Report (APR) for FFY 2009

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.

Part B State Annual Performance Report (APR) for FFY 2009

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

Actual Data for FFY 2009:

In 2009-10, 4,973 children who received at least six months of services exited early childhood special education with both entry and exit COSF scores and met the Indicator criteria because they no longer required services or were kindergarten eligible. This is an increase of 573 children from 2008-09.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	71	1.43%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	300	6.03%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,283	25.80%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,941	39.03%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,378	27.71%
Total	N= 4,973	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children*

Part B State Annual Performance Report (APR) for FFY 2009

a. Percent of preschool children who did not improve functioning	56	11.13%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	316	6.35%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,733	34.85%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,192	44.08%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	676	13.59%
Total	N= 4,399	100%
C. Use of appropriate behaviors to meet their needs:		
	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	64	1.29%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	250	5.03%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	868	17.45%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,061	41.44%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,730	34.79%
Total	N= 4,437	100%
Summary Statements: Targets		
A. Positive social-emotional skills (including social relationships):		% of children
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		89.68%
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.		66.74%
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy):		% of children
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		91.34%
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.		57.67%
C. Use of appropriate behaviors to meet their needs:		% of children
1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		90.32%
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.		76.23%

Part B State Annual Performance Report (APR) for FFY 2009

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**Summary of Progress Data****Positive social-emotional skills (including social relationships)**

There were 4,973 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 89.68% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a slight increase from the FFY 2008 baseline of 89.56%, but it still falls short of the 90.00% target by 0.44 percentage points.

Of the 4,973 children with entry and exit assessment data, 66.74% of children were functioning within age level by the time they turned six or exited the program. This represents a slippage from the FFY 2008 baseline of 68.61%; therefore, failing to meet the target of 69.00%.

Overall, 66.74% reached or maintained functioning at a level comparable to same-age peers. , Additionally, 25.80% of children improved functioning nearer to same-age peers, an increase of 1.59 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased to 6.03% from 5.30%, while children who did not improve functioning declined from 1.89% in 2008-09 to 1.43% in 2009-10.

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

There were 4,973 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 91.34% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is an increase from the FFY 2008 baseline of 89.64%; thus exceeding the target of 90.00%.

Of the 4,973 children with entry and exit assessment data, 57.67% of children were functioning within age level by the time they turned six or exited the program. This represents a slippage from the FFY 2008 baseline of 59.74% and a failure to meet the target of 60.00%.

Overall, 57.67% reached or maintained functioning at a level comparable to same-age peers. Additionally, 34.85% of children improved functioning nearer to same-age peers, an increase of 3.30 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers fell slightly to 6.34% from 6.89%, while children who did not improve functioning declined from 1.82% in 2008-09 to 1.13% in 2009-10.

Use of appropriate behaviors to meet their needs

There were 4,973 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 90.32% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a slight decrease from the FFY 2008 baseline of 91.68%, and falls short of the 92.00% target by 1.68 percentage points.

Of the 4,973 children with entry and exit assessment data, 76.23% of children were functioning within age level by the time they turned six or exited the program. This also represents a slight slippage from the FFY 2008 baseline of 77.81%.

Part B State Annual Performance Report (APR) for FFY 2009

Overall, 76.23% reached or maintained functioning at a level comparable to same-age peers. Additionally, 17.45% of children improved functioning nearer to same-age peers, an increase of 0.40 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased 5.03% from 3.73%, while children who did not improve functioning declined from 1.41% in 2008-09 to 1.29% in 2009-10.

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

Targeted Activities:

Targeted activities for this indicator are undertaken by the IDEA Data & Research Office, the Monitoring/Program Effectiveness (M/PE) Section, and AR-LEARN.

Monitoring/Program Effectiveness: In accordance with the monitoring cycle, the M/PE staff review child outcomes summary forms (COSF), child outcomes, and assessments. Program staff is expected to review their data to identify professional development needs relative to improving child outcomes.

Activities of the IDEA Data & Research Office were:

Special Education Data Summit: As part of the Data Summit, the IDEA Data & Research Office contracted with the Early Childhood Outcomes Center (ECO) to provide training for Part B program staff. Additionally, the training was open to Part C providers as well. Approximately 125 early childhood providers participated in the one-day focused training.

The ECO conducted four follow-up webinars to train Part B and C on “Quality Assessments using the COSF”. Approximately 300 individuals participated across the four sessions.

ECO Reports: The IDEA Data & Research Office sent each early childhood program a summary of its outcomes data from the previous year. The reports reflect the APR reporting and show how the children in their program progressed within the five reporting categories and two summary statements for each outcome.

Trainings: 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.

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

Autism Diagnostic Observation System (ADOS): AR-LEARN conducted a two-day clinical training course on using ADOS to identify people with an autism spectrum disorder (ASD). The ADOS is a structured interaction and interview session with the person suspected of having ASD to assess social and communication behaviors. The workshop was offered twice during the year with a total of

Part B State Annual Performance Report (APR) for FFY 2009

52 participants. Additionally, an advanced ADOS training was offered with 13 participants. Participants included school psychology specialists, early childhood and school age behavior specialists, psychological examiners, speech language pathologists as well as special education teachers and supervisors.

Strategies for Teaching Autism based on Research (STAR): STAR is a two-day clinical training course on practicing some techniques of discrete trial training, pivotal response training, and teaching functional routines. The program provides a structure that allows teachers to implement instruction throughout the child's day through typical school routines and provides techniques to teach the child in a 1:1 instructional session. The workshop had 49 participants which included special and general education teachers, speech language pathologists, paraprofessionals, school psychology specialists, and behavior consultants.

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

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

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

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

Part B State Annual Performance Report (APR) for FFY 2009

psychological examiners, LEA and special education administrators, paraprofessionals, speech language pathologists, and parent liaisons comprised the 73 participants.

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

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

Structured Teaching for Students with Autism (TEACCH): TEACCH is a five-day workshop with five objectives: (1) Understand characteristics of ASD; (2) Understand and demonstrate structured teaching methods for beginning, moderate and higher level students with ASD; (3) Design visual schedules and work systems for students with ASD; (4) Understand the importance of visual structures in designing educational activities for ASD; and (5) Understand behavior management strategies effective with students who have ASD. The workshop, which is offered each summer, had 58 participants which included early childhood and school age special education teachers, paraprofessionals, and speech language pathologists.

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

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2009:**

Targets have been established in the SPP and improvement activities were updated to reflect activities across the State. See pages 95.

Part B State Annual Performance Report (APR) for FFY 2009

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 2009	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: 87.00% • School Age: 95.00%

Actual Target Data for FFY 2009:

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	867	84.82%
School Age	7,746	93.56%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Early Childhood

Local education agencies and DHS-DDS sub-grantees with early childhood programs conducted family outcome surveys for the 2009-10 school year. Overall, 1,021 surveys were collected, a 50% decrease from 2008-09. Of those surveys, 867 respondents, or 84.82%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities; thus, missing the target rate of 87.00% by 2.18 percentage points. This is a significant slippage from previous years for both response and performance rates.

School Age

Local education agencies with special education school age programs conducted family outcome surveys for the 2009-10 school year. Overall, 8,279 surveys were collected, a response rate

Part B State Annual Performance Report (APR) for FFY 2009

decrease of 4,000 surveys. These rates are similar to the FFY 2005 baseline. Of those surveys, 7,746 respondents or 93.56% reported the school facilitated parent involvement as a means for improving services and results for children with disabilities.

There is a significant slippage from previous years for both early childhood and school age response and performance rates. It is thought that the declining performance rate is more reflective of the number of surveys returned. While programs cannot require parents to complete the surveys there is a protocol programs are to follow. Programs must (1) offer every child's parent/guardian the opportunity to participate in the survey; (2) document the opportunity and maintain a record in the child's program folder; and (3) submit the data to the ADE-SEU no later than July 15th. The surveys can be completed online via the secured website or by mailing all completed sealed scan forms to the IDEA Data & Research Office for scanning.

It is thought that the decline in the number of surveys completed is due to programs not submitting the completed surveys in a timely matter. If the IDEA Data & Research Office does not receive the completed surveys by July 15th, there is not enough review and processing time before the surveys are due at the University's computing services department for scanning. Since the scan form surveys do not capture the school year, surveys received after the scan forms are sent to computing services are considered part of the next school year. Further, if programs are keying completed surveys via the website, they must have them entered by July 15th, for on July 16th the fiscal year is rolled over. To improve the return rate the IDEA Data & Research Office will conduct additional training and send out monthly reminders in the IDEA Data & Research Newsletter. Further, the monitoring staff will continue to review programming folders to verify that programs are providing parents/ guardians the opportunity to participate in the annual survey.

Representativeness of Respondents

The number of responding parents/guardians declined in 2009-10 for both early childhood and school age. The lower response rate resulted in many groups and disabilities being under-represented when comparing respondents to December 1, 2009 child count. As evident in Table I-8.1, families of children with disabilities (CWD) ages 3-21, who responded to the survey, is not representative. Families of CWD in early childhood programs are under-represented in four racial groups and over-represented in two racial groups as well as the ethnic group Hispanic. Additionally, families of CWD in school age programs, all racial and ethnic groups are under-represented.

Table I-8.1 Percentage Difference in Racial and Ethnic groups in December 2009 Child Count and 2009-10 Family Survey Respondents by Program Type

	Asian	Black	Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more races	White
Early Childhood	-62.82%	-68.12%	10.04%	-69.70%	716.67%	-65.12%	2.41%
School Age	-55.23%	-48.55%	-50.41%	-35.28%	-64.20%	-63.05%	-12.09%

These findings will result in an increased training focus on the family surveys in the second half of 2010-11. Additionally, the M/PE section will implement a new requirement for LEAs that (1) fail to offer parents the opportunity to participate in the survey annually or (2) have a zero response rate in the most recent survey year. Such LEAs will have to develop and implement

Part B State Annual Performance Report (APR) for FFY 2009

strategies and activities to improve family participation and representation which must be reflected in the LEA’s ACSIP or deficiency plan.

Early Childhood

The relative difference of child count demographics and early childhood respondents show that children’s families in the racial groups of Asian, black, and two-or-more races are under-represented in all disability categories and Native American/Alaskan Native families are under-represented as well when compared to December 1 child count. Families of CWDs in the ethnic group Hispanic are over-represented in the disability categories of autism and developmental delay; however, they are under-represented in the majority of the remaining categories. The racial group white is the most representative and has an over-representation of respondents for the disability categories of developmental delay, autism, multiple disabilities, and other health impaired. A breakdown of early childhood demographics for child count and survey respondents is presented in Exhibit I-8.2

Exhibit I-8.2: Early Childhood Family Survey Representativeness

	Not Reported			Asian			Black			Hispanic		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	0.01%	0.01%	0.00%	0.10%	0.10%	0.00%	2.45%	2.45%	0.00%	2.74%	2.74%
Autism	0.00%	0.00%	0.00%	0.02%	0.00%	-0.02%	0.04%	0.00%	-0.04%	0.04%	0.10%	0.06%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hearing Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.04%	0.00%	-0.04%	0.02%	0.00%	-0.02%
Multiple Disabilities	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.28%	0.00%	-0.28%	0.07%	0.00%	-0.07%
Other Health Impairment	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.15%	0.10%	-0.05%	0.04%	0.00%	-0.04%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	-0.02%	0.00%	0.00%	0.00%
Developmental Delay	0.00%	0.00%	0.00%	0.45%	0.29%	-0.16%	24.45%	8.52%	-15.93%	6.69%	7.64%	0.95%
Speech Impaired	0.00%	0.00%	0.00%	0.27%	0.00%	-0.27%	4.78%	0.88%	-3.90%	0.70%	0.49%	-0.22%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	-0.02%	0.00%	0.10%	0.10%
Vision Impaired	0.00%	0.00%	0.00%	0.02%	0.00%	-0.02%	0.02%	0.00%	-0.02%	0.01%	0.00%	-0.01%
Total*	0.00%	0.00%	0.00%	0.78%	0.29%	-0.49%	29.80%	9.50%	-20.30%	7.57%	8.33%	0.75%
	Native American/Alaska Native			Native Hawaiian/Pacific Islander			Two or more races			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.33%	3.33%
Autism	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.77%	0.88%	0.11%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hearing Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.23%	0.00%	-0.23%
Multiple Disabilities	0.00%	0.10%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.51%	0.59%	0.08%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.38%	0.39%	0.01%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%	0.00%	-0.15%
Developmental Delay	0.22%	0.00%	-0.22%	0.06%	0.49%	0.43%	0.63%	0.20%	-0.43%	40.76%	48.97%	8.21%
Speech Impaired	0.11%	0.00%	-0.11%	0.00%	0.00%	0.00%	0.22%	0.10%	-0.12%	17.63%	11.07%	-6.57%
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%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.00%
Total*	0.33%	0.10%	-0.23%	0.06%	0.49%	0.43%	0.86%	0.30%	-0.56%	60.54%	62.33%	1.45%

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

*Total excludes not reported

Part B State Annual Performance Report (APR) for FFY 2009

School Age

While school age respondents tend to be more under-represented than early childhood, previous improvements in the area of representativeness are not evident. The relative difference of child count demographics to school age respondents shows a significant slippage in the representativeness of all disability categories. These results indicate a need for more in-depth training on the collection and reporting of the family surveys. A breakdown of school age demographics for child count and survey respondents is presented in Exhibit I-8.3.

Exhibit I-8.3: School Age Family Survey Representativeness

	Not Reported			Asian			Black			Hispanic		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	7.72%	7.72%	0.00%	0.02%	0.02%	0.00%	1.22%	1.22%	0.00%	0.42%	0.42%
Autism	0.00%	0.30%	0.30%	0.08%	0.06%	-0.02%	0.62%	0.27%	-0.36%	0.22%	0.18%	-0.03%
Deaf/Blind	0.00%	0.24%	0.24%	0.00%	0.00%	0.00%	0.01%	0.01%	0.01%	0.00%	0.04%	0.04%
Emotional Disturbance	0.00%	0.04%	0.04%	0.01%	0.00%	-0.01%	0.26%	0.10%	-0.17%	0.06%	0.01%	-0.05%
Hearing Impaired	0.00%	0.07%	0.07%	0.02%	0.01%	-0.01%	0.20%	0.04%	-0.17%	0.12%	0.04%	-0.09%
Multiple Disabilities	0.00%	2.86%	2.86%	0.02%	0.02%	0.00%	0.69%	0.43%	-0.25%	0.18%	0.08%	-0.10%
Mental Retardation	0.00%	1.57%	1.57%	0.04%	0.00%	-0.04%	4.94%	3.43%	-1.51%	0.70%	0.47%	-0.23%
Other Health Impairment	0.00%	1.32%	1.32%	0.06%	0.02%	-0.04%	3.21%	1.56%	-1.65%	0.45%	0.28%	-0.17%
Orthopedic Impaired	0.00%	0.53%	0.53%	0.01%	0.00%	-0.01%	0.06%	0.05%	-0.02%	0.02%	0.01%	0.00%
Speech Impaired	0.00%	1.74%	1.74%	0.27%	0.08%	-0.18%	5.49%	2.40%	-3.08%	2.17%	0.85%	-1.33%
Specific Learning Disability	0.00%	3.88%	3.88%	0.13%	0.06%	-0.07%	9.27%	4.44%	-4.82%	2.87%	1.39%	-1.48%
Traumatic Brain Injury	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.06%	0.06%	0.00%	0.01%	0.02%	0.01%
Vision Impaired	0.00%	0.05%	0.05%	0.01%	0.02%	0.02%	0.09%	0.02%	-0.07%	0.02%	0.01%	-0.01%
Total*	0.00%	12.61%	12.61%	0.65%	0.29%	-0.36%	24.91%	12.82%	-12.09%	6.82%	3.38%	-3.44%
	Native American/Alaska Native			Native Hawaiian/Pacific Islander			Two or more races			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	0.08%	0.08%	0.00%	0.01%	0.01%	0.00%	0.12%	0.12%	0.00%	2.69%	2.69%
Autism	0.04%	0.04%	0.00%	0.01%	0.02%	0.02%	0.05%	0.08%	0.04%	3.49%	3.15%	-0.34%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.07%	0.05%
Emotional Disturbance	0.01%	0.00%	-0.01%	0.00%	0.01%	0.01%	0.03%	0.00%	-0.03%	1.10%	0.72%	-0.37%
Hearing Impaired	0.00%	0.01%	0.01%	0.02%	0.00%	-0.02%	0.01%	0.00%	-0.01%	0.65%	0.50%	-0.16%
Multiple Disabilities	0.01%	0.02%	0.01%	0.00%	0.01%	0.01%	0.01%	0.01%	0.00%	1.71%	1.59%	-0.11%
Mental Retardation	0.06%	0.02%	-0.03%	0.03%	0.01%	-0.02%	0.07%	0.04%	-0.03%	6.13%	6.00%	-0.13%
Other Health Impairment	0.13%	0.13%	0.01%	0.03%	0.01%	-0.02%	0.15%	0.05%	-0.10%	11.19%	9.06%	-2.13%
Orthopedic Impaired	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.28%	0.21%	-0.07%
Speech Impaired	0.23%	0.08%	-0.14%	0.06%	0.00%	-0.06%	0.37%	0.12%	-0.25%	18.15%	13.61%	-4.54%
Specific Learning Disability	0.32%	0.21%	-0.11%	0.11%	0.02%	-0.08%	0.32%	0.07%	-0.24%	22.35%	22.29%	-0.06%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.21%	0.18%	-0.03%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.27%	0.23%	-0.04%
Total*	0.80%	0.52%	-0.28%	0.27%	0.10%	-0.17%	1.01%	0.37%	-0.64%	65.54%	57.62%	-7.92%

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

*Total excludes not reported

Part B State Annual Performance Report (APR) for FFY 2009

Targeted Activities:

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

The Arkansas SPDG: SPDG staff has made progress toward identifying two Parent Mentors, who are parents of a student with disabilities, for each school district to provide information and training for other parents of student with disabilities in scientifically-based literacy and behavior interventions. A total of 164 potential Parent Mentors have been identified from 39 school districts.

Additionally, the Arkansas SPDG is working on a new agreement with the Parent Training Institute and the Arkansas Support Network (Community Parent Resource Center) to continue and expand on parental involvement activities from the previous SPDG.

Participation: The ADE-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 ADE-SEU provided LEAs and EC Programs reminders of the need to survey parents as part of the Annual Review Conferences. Further, the IDEA Data & Research Office dedicated the February 2010 newsletter to the family survey protocol. Additionally, during web conferences held in August, November, and May LEAs were reminded of their responsibilities in the collection and submitting of data, including deadlines.

Family Outcomes Report: The Arkansas IDEA Data & Research Office, in cooperation with the M/PE Section, analyzed the family survey results from 2009-10 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.

Data Collection: LEAs conduct the data collection for this indicator throughout the school year. Surveys can be accessed online year round or LEAs can request scan forms from the IDEA Data & Research Office. The embedded scan form questionnaire allows parents who were unable to attend their child's Annual Review Conference to respond without needing Internet access. Further, scan forms provide options for parents (1) attending an Annual Review Conference 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, based on the previous year's data (ie.2009-10), will be required to develop and implement strategies and activities to improve participation and representation as set forth in the ACSIP.

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

Part B State Annual Performance Report (APR) for FFY 2009

AR-LEARN Workshops: Many workshops offered by AR-LEARN had parent and parent liaison participants. These workshops included: Help Me Get Social; Pivotal Response Training; The Power of Peers, and Using the VB-MAPP to Guide an Intervention Program for children with Autism.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No changes were made to the proposed targets. Revisions to improvement activities, timelines, and resources for FFY 2009 were updated in the SPP to reflect activities undertaken across the State. See pages 102-103 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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

Disproportionality/Over- and Under-Representation

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

The methodology used to select districts as having over- and/or under-representation is designed to identify outliers by race and ethnicity. Outliers represent an out of the ordinary occurrence; thus, raising questions as to whether district policies, procedures, and practices are appropriate.

Establishing the Base Value for Disproportionate Representation

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

Part B State Annual Performance Report (APR) for FFY 2009

1. Using the December 1 child count, students were identified if they were receiving services in a private residential treatment program or juvenile detention facility. These students are removed from the special education child count numbers and the district October 1 enrollment numbers. The reason for excluding these students is found in the State rules governing private residential treatment programs and juvenile detention facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district’s special education child count and district wide enrollment.
2. Once the October 1 enrollment and December 1 child count has been adjusted for private residential treatment students, the percentage of each racial and ethnic group in the district is then calculated. If a racial and ethnic group within the district is less than 5% or more than 95% of that group is excluded in the district and special education student counts. The district and special education student counts are then summed by racial and ethnic category to generate statewide totals.
3. Using the statewide totals for each racial and ethnic category, the State percent difference is then calculated by subtracting the adjusted State enrollment for each race and ethnicity from the adjusted State special education race and ethnicity child count. This process is conducted for each of the three baseline years and is then averaged resulting in a three-year average benchmark. In addition, two standard deviations are generated on the percent difference for each race and ethnic category for each of the three years. The value of two standard deviations from the three-year average is then added to the three-year average benchmark to create a “base value.”

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

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

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

Disproportionate Representation is defined as a district that has a percentage point difference greater than the allowable baseline and having at least 5% of that racial or ethnic group in its October 1 enrollment and a December 1 child count greater than 40.

Part B State Annual Performance Report (APR) for FFY 2009

FFY	Measurable and Rigorous Target		
FFY 2009	Zero (0) percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.		
Actual Target Data for FFY 2009: 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 and/or ethnic groups in special education and related services that is the result of inappropriate identification		Total number of districts in the State	Percent
0		261	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Using the methodology developed in 2007-08, once a district is identified as being disproportionate in a racial and/or ethnic group, a self-assessment must be completed and submitted to the ADE-SEU Monitoring/ Program Effectiveness (M/PE) Section for review. Currently the ADE-SEU 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 ADE-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 2009-10 school year, 46 of 261 districts were identified with over- and/or under-representation of racial and ethnic groups when applying the State’s criteria. Three districts completed and submitted a self-assessment for over-identification, 29 districts for under-identification, and 14 districts for over- and under-identification. While the number of districts identified increased, 2009-10 is the first year of the seven racial and ethnic groups. It will take at least three years to get a clear picture of how reporting two or more races will affect the identification of disproportionate districts.

The ADE-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.

Part B State Annual Performance Report (APR) for FFY 2009

Targeted Activities:

Improvement activities undertaken in 2009-10 for this indicator included:

- The ADE-SEU M/PE Section continued to implement the protocol for identifying inappropriate policies, procedures, and practices.
- The ADE-SEU M/PE Section continued to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policies, procedures, and practices leading to disproportionality.
- The ADE-SEU 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 to revise the disproportionality calculations by reviewing multiple methodologies before making the determination to maintain the existing methodology and adding some additional criteria such as a child count “n” size of 40.
- The IDEA Data & Research Office 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 were included in the document.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See pages 111-112 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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

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

Measurement:

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

Based on its review of the 618 data for FFY 2009, 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 30.602(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 2009, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

To identify disproportionate racial and/or 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 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 found in the State rules governing private residential treatment facilities. These rules state that a student belongs to the district where the facility is located; therefore, enrollment of such students artificially increases the district's special education child count and district wide enrollment.

Part B State Annual Performance Report (APR) for FFY 2009

2. After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, risk ratios were generated for each of the six disability categories.

3. Further, risk ratios were considered invalid if (1) the district enrollment of a racial or 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 2009	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 2009: 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	261	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Using the methodology developed in 2007-08, once a district is identified as being disproportionate in a racial and/or ethnic group, a self-assessment must be completed and submitted to the ADE-SEU Monitoring/Program Effectiveness (M/PE) Section for review. Currently the ADE-SEU 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 ADE-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 2009-10 school year, 32 of 261 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State’s

Part B State Annual Performance Report (APR) for FFY 2009

criteria to the risk ratios. Districts with risk ratios greater than 4.00 were identified as having over-representation and districts with risk ratios lower than 0.25 were identified as having under-representation. Risk ratios for under-representation varied from 0.24 to 0.02. The variance in over-representation is more widely dispersed, with a low of 4.24 and a high of 7.49.

Of the 32 districts identified for Indicator 10, six were also identified under Indicator 9, illustrating how disproportionate representation in identification does not equate to disproportionate representation in a disability category.

The 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). Each of the 32 identified districts were required to conduct and submitted a self-assessment. The ADE-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.

As presented in Exhibit I-10.1, data for 2009-10 within the six primary disability categories reveals zero districts are identified as having over- or under-represented students in the racial groups of American Indian or two or more. This is similar to the 2008-09 analysis with American Indian being the only racial group with no over- or under-identification. Students in the racial groups of Asian and Hawaiian/Pacific Islander are under-represented in two disability categories each, other health impaired and specific learning disability, and autism and other health impaired, respectively. These are the same disability categories identified in the previous year when Asian and Hawaiian/Pacific Islander were in a single category. The ethnic group Hispanic is under-represented in three disability categories: emotional disturbance, other health impaired, and specific learning disability. Previously, they were under-represented in four categories, these three and autism.

The two dominate racial groups in the state are the only two groups found to have over-representation, black and white. Students in the racial group of black are over-represented in the disability category of mental retardation in eight districts. The count of eight districts is a decrease from 10 districts in the previous year. Further, the racial group of black, which was under-represented in speech impairment and specific learning disability in 2008-09, was not under-represented in any disability category for 2009-10. Students in the racial group of white are over-represented in three categories: mental retardation (new to this list with one district having an over-identification), other health impaired, and speech language impairment. No over-representation was evident for specific learning disability, a drop of 14 districts from 2008-09. Additionally, white students are under-represented in six districts for the disability category of mental retardation, nine districts for specific learning disability, and in one district for speech language impairment. This represents an increase in the number of districts having an under-representation in all three disability categories.

Part B State Annual Performance Report (APR) for FFY 2009

As noted above, there is a shift in the over- and under-identification patterns from previous years to 2009-10. The main reason for this shift appears to be linked to the change in reporting of racial and ethnic groups from five to seven categories. Exhibits I-10.1 and I-10.2 provide a count of districts with disproportionate representation for specific disability categories by racial and ethnic groups for 2009-10 and 2008-09, respectively.

Exhibit I-10.1: District Count of Disproportionate Representation for Specific Disability Categories by Racial and Ethnic Groups, 2009-10

Racial and Ethnic Groups	Disability Category		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	Over	Under
	Hispanic				2					8		2		
American Indian														
Asian									1		1			
Black (non-Hispanic)						8								
Hawaiian/Pacific Islander		1							1					
White (non-Hispanic)			2		1	6	1				9	2	1	
Two or More														

Exhibit I-10.2: District Count of Disproportionate Representation for Specific Disability Categories by Racial and Ethnic Groups, 2008-09

Racial and Ethnic Groups	Disability Category		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	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)							3	3		14	4	4		

Targeted Activities:

Improvement activities undertaken in 2009-10 for this indicator included:

- The ADE-SEU M/PE Section continued to implement the protocol for identifying inappropriate policies, procedures, and practices.
- The ADE-SEU M/PE Section continued to use a district disproportionality self-assessment in the monitoring process for the identification of inappropriate policies, procedures, and practices leading to disproportionality.
- The ADE-SEU 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 to revise the disproportionality calculations by reviewing multiple methodologies before making the determination to maintain the existing methodology.

Part B State Annual Performance Report (APR) for FFY 2009

- 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 were included in the document.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See page 118 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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 2009	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 2009:
 In 2009-10, 99.00% 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	15,390
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	15,236
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)	99.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

In 2008-09, there were 15,390 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State’s 60-day timeline was 15,236 or 99.00%. Of the 15,236 children, 3,721 or 24.43% were determined not eligible, while 11,514 or 75.57% were

Part B State Annual Performance Report (APR) for FFY 2009

determined eligible. A verification of the remaining 154 children whose evaluations exceeded the 60-day timeframe found 115 (74.68%) children were determined eligible and 39 (25.32%) found not eligible. Additionally, as of November 30, 2010, the verification of current year data, where data was available, did not yield any evidence of continuing noncompliance. LEAs where data was not available as of December 15, 2010 will have verification conducted in March 2011.

A root cause analysis of this indicator identified two key issues: (1) LEA timeline calculation error and (2) availability of contracted evaluators. 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. In addition, Arkansas has many small districts which utilize contracted services. In discussions with LEAs the ADE-SEU has recommended a contractual statement which would address the contractor's responsibility related to timelines and the repercussions to the LEAs when timelines are missed.

These findings are represented in the analysis of days beyond the 60-day timeline. The number of days beyond the 60-day timeline varied from 1 to 88 days for students who were later found not eligible and 1 to 97 days for students found eligible. 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) miscounting the number of days, scheduling of evaluations with contracted evaluators as well as some delays in evaluations for children turning three.

Targeted Activities:

Targeted activities undertaken during 2009-10 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.

IDEA Data & Research Office: 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 DHS-DDS 3-5 programs on using MySped Resource DHS-DDS Application
- Web-based and face-to-face training for co-ops, school districts, and ADE-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
- Hosting the Special Education Data Summit in July, 2009 at UALR

Monitoring/Program Effectiveness: Activities of the M/PE Section of the ADE-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

Part B State Annual Performance Report (APR) for FFY 2009

plan designed to ensure correction of the noncompliance and verified corrections through submitted documentation, database review or on-site visits.

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

- General Supervision was implemented by the ADE-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 ADE-SEU EC program Director, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DHS-DDS staff including Part C Staff.
- The DDTSC programs began a three-year monitoring system, utilizing a new monitoring protocol. The ADE-SEU EC Program Director assisted in the training and participates with the DHS-DDS/Children Services Staff in the monitoring of these programs.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 98.55%

1. Number of findings of noncompliance the State made during FFY 2008(the period from July 1, 2008 through June 30, 2009)	50
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	50
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

No action necessary

Verification of Correction (either timely or subsequent):

The ADE-SEU verified that each of the 50 LEAs with findings in FFY 2008 is correctly implementing the specific regulatory requirements. The verification process included on-site monitoring, the review and verification of LEA ACSIPs and/or early childhood deficiency correction plans, and the review of the special education modules of the student management system. Through the student management system and on-site monitoring, late initial evaluations were verified to have

Part B State Annual Performance Report (APR) for FFY 2009

been completed and an IEP implemented if the child was eligible, unless the child is no longer within the jurisdiction of the LEA. Further review of the student management system examined current year referrals to verify if a systemic issue existed. The records reviewed in November and December 2009 by the IDEA Data & Research Office found no further evidence of noncompliance.

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 2009 APR, the State’s data demonstrating that it is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c)(1). Because the State reported less than 100% compliance for FFY 2008, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.</p> <p>When reporting the correction of noncompliance, the State must report, in its FFY 2009 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, 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). In the FFY 2009 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2009 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>The State has verified by conducting on-site monitoring, reviewing and verifying the LEA ACSIPs as well as the early childhood deficiency correction plans that each of the 50 LEAs with findings in FFY 2008 is correctly implementing the specific regulatory requirements.</p> <p>The State has verified through the student management system and on-site 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>Further review of the student management system examined current year referrals to verify if a systemic issue existed. The records reviewed in November and December 2009 by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.</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 2009-10:

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 pages 128-129 of the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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 or to whom exceptions under §34 CFR 300.301(d) applied
- 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 2009	The percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday was 100%.

Actual Target Data for FFY 2009:
The percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday was **99.14%**.

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)	1,087
b. # of those referred determined to be NOT eligible and whose eligibility was	146

Part B State Annual Performance Report (APR) for FFY 2009

determined prior to third birthday	
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	806
d. # of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under §34 CFR 300.301(d) applied.	62
e. # of children who were referred to Part C less than 90 days before their third birthdays	66
# in a but not in b, c, d, or e.	7
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	99.14%

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 2009:

Arkansas, although substantially compliant with a rate of 99.14%, saw a slight decrease from the 2008-09 rate of 99.27%; thus resulting in a slippage of 0.13 percentage points.

In 2009-10, 1,087 children being served in Part C were referred to Part B for eligibility determination.

There were 952 children with eligibility determined by their third birthday:

- 146 children were determined not eligible, including 6 children whom the parents and referral team decided not to test, and
- 806 children were found eligible.

Sixty-two (62) children had delays in evaluation or initial consent due to parental refusals to provide consent. Forty (40) children had eligibility determined and 39 children never had eligibility determined due to the family making the child unavailable. The reasons included:

- 16 families moved, making the child unavailable;
- 16 families refused consent for Part B evaluation at the transition conference;
- 8 children's evaluations were delayed due to child/family illness making the child unavailable;
- 18 children's evaluations were delayed due to parental cancellation of evaluation and/or conference appointments, thus making the child unavailable; and
- 4 children transferred between programs during the transition process causing a delay in evaluations.

Additionally, 66 children had concurrent referrals for Part C and B.

Seven (7) Part C to B referrals did not have eligibility determined prior to the third birthday, of which six (6) were found eligible and one (1) was found ineligible. The number of days beyond the third birthday ranged from four (4) to 36. A root cause analysis found one reason for eligibility determination delays. All seven (7) children did not have eligibility determined by their third birthday due to LEA error. Further, the six (6) children who received services from the Arkansas

Part B State Annual Performance Report (APR) for FFY 2009

Department of Human Services' Division of Developmental Disabilities Services (DHS-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 of the LEA error found that:

- (1) LEAs failed to meet timelines when timelines overlap with non-school days, and
- (2) LEAs failed to count the actual number of days. Programs often use day of month to day of month to reflect the timeline.

These are the most common errors for this indicator.

The DHS-DDS compliance rate for 2009-10 is 99.05% (731 of 738). This is a slight decline from its compliance rate of 99.18% in 2008-09, and is slightly below the State's rate of 99.14%. The challenge with this program is the high number of sub-grantees (approximately 75) which tend to have high staff turnover. Even with staffing challenges, DHS-DDS has made great gains. The best indication of the improvement is the sub-grantees which were noncompliant in FFY 2008 were compliant for FFY 2009. Further, the improvement is linked to the aggressive transition trainings held across the State with Part C and Part B providers by the 619 Coordinator and DHS-DDS Part C and Part B staff during 2009-10.

Targeted Activities:

Targeted activities undertaken during 2009-10 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 (DHS-DDS) Children Services Section included:

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

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

Part B State Annual Performance Report (APR) for FFY 2009

Special Education Data Summit: The IDEA Data & Research Office hosted the Arkansas Special Education Data Summit in July, 2009 at the University of Arkansas at Little Rock, with 357 special education teachers and administrators in attendance. As part of the Summit the Southeast Regional Resource Center was contracted to present on the Part C to Part B federal regulatory requirements. Additionally, a representative from the federally-funded Data Accountability Center (DAC) presented during the conference.

IDEA Data & Research Office: The IDEA Data & Research Office provided training on collecting and submitting the required information for this indicator.

- Ten web conferencing sessions were held for early childhood staff related to reporting requirements and how to review data for accuracy. The trainings had 259 participants representing 75 DHS-DDS programs, 16 education service cooperatives (ESC), and 20 school districts.
- Staff from eight ESCs and school districts attended Hands-on Data Entry training. The training, which includes the Referral Tracking Module, is held for new data entry staff that does not know the special education portion of the student management system.
- There were four opportunities for DHS-DDS 3-5 program staff to participate in Hands-on Data Entry training on MySped Resource. The training, which includes the Referral Tracking, is held for new data entry staff that does not know the MySped Resource DHS-DDS application. There were a total of 35 participants across the four sessions.
- Technical assistance was provided throughout the year via telephone and e-mail.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 99.27%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	1
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
2. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
3. Number of FFY 2008 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 noncompliance was corrected.

Part B State Annual Performance Report (APR) for FFY 2009

Verification of Correction (either timely or subsequent)

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 ADE-SEU verified by conducting on-site monitoring, reviewing and verification of the early childhood deficiency correction plans, and the provision of trainings on regulatory requirements that the one (1) LEA with findings in FFY 2008 is correctly implementing the specific regulatory requirements.

Additionally, through the student management system and on-site monitoring, the LEA 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.

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

Statement from the Response Table	State’s Response
<p>OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2009 APR the State’s data demonstrating that it is in compliance with the early childhood transition requirements in 34 CFR §300.124(b). Because the State reported less than 100% compliance for FFY 2008, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.</p> <p>When reporting the correction of noncompliance, the State must report, in its FFY 2009 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2009 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2009 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>All children identified as not having eligibility determined by their 3rd birthday, in FFY 2008, were confirmed to have had eligibility determined and placed in special education and related services, if eligible. The ADE-SEU has conducted on-site monitoring, review and verification of the early childhood deficiency correction plans, and by the provision of trainings on regulatory requirements, that each LEA with findings in FFY 2008 is correctly implementing the specific regulatory requirements.</p> <p>Additionally, through the student management system and on-site 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> <p>Further review of the student management system examined current year referrals to verify if a systemic issue existed. The records reviewed in November and December 2009, by the IDEA Data & Research Office, found no further noncompliance.</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>

Part B State Annual Performance Report (APR) for FFY 2009

**Revisions, with Justification, to Proposed Targets/Improvement
Activities/Timelines/Resources for FFY 2009:**

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 137-138 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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 2009	<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 2009:</p> <p>FFY 2009 is a new baseline year and is being reported in the SPP</p>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009: This indicator is being reported in the SPP with a new baseline.

Targeted Activities:

The targeted activities can be found in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

Correction of FFY 2008 Findings of Noncompliance: Correction of noncompliance for FFY 2008 is being reported under Indicator 15

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: _____ %

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	

Actions Taken if Noncompliance Not Corrected:

Verification of Correction (either timely or subsequent):

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

Statement from the Response Table	State’s Response

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2009-10:

Targets were established to align with the new baseline. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 167-179 and 193-195 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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:

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

FFY	Measurable and Rigorous Target
FFY 2009	<ul style="list-style-type: none"> A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or

Part B State Annual Performance Report (APR) for FFY 2009

	<p>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 2009:
 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 due February 1, 2011.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:
 This is a baseline with the targets being established in the SPP; therefore, an explanation of progress or slippage is not available.

Targeted Activities:
 The targeted activities can be found in the SPP.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:
 Targets were established to align with the new baseline. Improvement activities, timelines, and resources have been updated to reflect activities across the State. See pages 135-138 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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

Indicator 15: Identification and Correction of Noncompliance

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification (20 U.S.C. 1416(a)(3)(B))

Measurement:
 Percent of noncompliance corrected within one year:
 a. Number of findings of noncompliance
 b. Number of corrections completed as soon as possible but in no case later than one year from identification

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

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

FFY	Measurable and Rigorous Target		
FFY 2009	Percent of noncompliance corrected within one year: 100%		
Actual Target Data for FFY 2009: 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
	312	312	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

The target for FFY 2008 (2008-09) was 100%. Overall there were 312 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in 2008-09. 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 (On-site visits, self-assessment, local APR, desk audit, etc.).

The number of findings from FFY 2007 to FFY 2008 dropped significantly from 759 to 312; a 59% decrease. The improvement seen in the FFY 2009 data reflects the application of the OSEP guidance contained in OSEP Memorandum 09-02 in conducting SEA monitoring of the LEAs.

In FFY 2008, Indicator 13: Secondary Transition was not being reported in the SPP or APR due to measurement changes. The Monitoring/Program Effectiveness section of the ADE-SEU reviewed 442 IEPs of youth with disabilities aged 16 and older. Findings were issued on 18 IEPs to four

Part B State Annual Performance Report (APR) for FFY 2009

LEAs. The State has verified that the 18 findings of noncompliance have been corrected as soon as possible but in no case later than one year from identification. The ADE-SEU Monitoring/Program Effective Section (M/PE) and the IDEA Data & Research Office verified the correction of noncompliance via desk audits of LEA submitted documentation, ACSIP, on-site visits and the student management system. Reviews resulted in the clearance of the noncompliance within the one-year timeline. The areas of noncompliance identified in 2008-09 and cleared within one year are presented in Exhibit I-15.1.

Exhibit I-15.1: Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance 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. 2. Percent of youth with IEPs dropping out of high school. 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 training program, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings			
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings			
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. 4B. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	24	25	25
	Dispute Resolution: Complaints, Hearings			
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child	Monitoring Activities:	10	20	20

Part B State Annual Performance Report (APR) for FFY 2009

receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	13	13
	Dispute Resolution: Complaints, Hearings			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
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 Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	56	56	56
	Dispute Resolution: Complaints, Hearings			
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 Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	6	6
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	18	18
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Child Find (not related to timely evaluations) Children with Disabilities in Private Schools Personnel Development Confidentiality	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	11	11
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Protection in Evaluation Procedures	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	55	55
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Due Process	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	14	24	24
	Dispute Resolution:	2	4	4

Part B State Annual Performance Report (APR) for FFY 2009

	Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	18	33	33
Individualized Education Programs Free and Appropriate Public Education (FAPE)	Dispute Resolution: Complaints, Hearings	12	31	31
Sum the numbers down Column a and Column b			312	312
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100.00%

Correction of FFY 2008 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2008 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009) (Sum of Column a on the Indicator B15 Worksheet)	312
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column a on the Indicator B15 Worksheet)	312
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2008 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):

In FFY 2008, there were 312 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2008-09 school year. 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 Component (On-site visits, self-assessment, local APR, desk audit, etc.).

Part B State Annual Performance Report (APR) for FFY 2009

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

Statement from the Response Table	State's Response
<p>In reporting on correction of noncompliance in the FFY 2009 APR, due February 1, 2011, the State must report that it verified that each LEA with noncompliance identified in FFY 2008:</p> <p>(1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system, and</p> <p>(2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2009 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>In addition, in reporting on Indicator 15 in the FFY 2009 APR, the State must use the Indicator 15 Worksheet.</p> <p>Further, in responding to Indicators 11, and 12 in the FFY 2009 APR, the State must report on correction of the noncompliance described in this table under those indicators.</p> <p>OSEP's June 1, 2009 FFY 2007 SPP/APR response letter required the State to include in the FFY 2008 APR documentation in response to the required actions listed in the verification visit letter of February 13, 2009, under Critical Element GS 1 and GS 2. The State submitted responsive documentation.</p> <p>OSEP acknowledged this documentation in a letter dated February 26, 2010, but noted that "a determination of whether or not ADE has corrected all of the noncompliance identified in our letter in GS1 and GS2 cannot be completed without a full review of the FFY 2008 APR." After a review of the documentation submitted by the State and the FFY 2008 APR, OSEP concludes that, with one exception all of the outstanding findings from GS1 and GS2 have been satisfactorily corrected.</p> <p>However, OSEP cannot determine, based on the documentation provided and the APR, whether the State is utilizing all available information to make findings of</p>	<p>The State has verified that the 312 findings of noncompliance have been corrected as soon as possible but in no case later than one year from identification. The ADE-SEU Monitoring/ Program Effectiveness Section (M/PE), Dispute Resolution Section (DRS), ADE-SEU Grants and Data Management Section (G/DM) which includes finance and/or the IDEA Data & Research Office verified the correction of noncompliance via desk audits of LEA submitted documentation, ACSIP, and/or on-site visits to the LEAs in question. Reviews resulted in the clearance of the noncompliance within the one-year timeline.</p> <p>A review of policy, procedures, and practices for each LEA with identified noncompliance was conducted to insure that the specific regulatory requirements were being correctly implemented. The review included on-site visits, desk audits, and/or self-assessments.</p> <p>Correction of noncompliance as reported in Indicator 15 related to other indicators was addressed under the corresponding indicators, except Indicator 13 that is reported under Indicator 15 since it was not a reported Indicator in FFY 2008.</p> <p>Additionally, on July 28, 2010, the State submitted documentation of the specific procedures it uses to make findings based on noncompliance identified through the statewide database. The information explained the steps taken from the time potential noncompliance is "flagged" by the database to the time a finding of noncompliance is made. The documentation also included the criteria used to elevate a "red flag" to a finding of noncompliance. A letter dated August 9, 2010 was received by the Arkansas Commissioner of Education from Alexa Posny, Deputy Director of the Office of Special Education and Rehabilitative Services stating that the documentation submitted satisfied the requirement.</p>

Part B State Annual Performance Report (APR) for FFY 2009

<p>noncompliance, including its statewide database used to collect information on APR compliance indicators. Although the State submitted, as required, a “Plan for identifying and correcting Noncompliance across Data Sources”, this plan does not provide sufficient information for OSEP to determine if the State has corrected the noncompliance identified in GS1 of the verification letter.</p> <p>Within 60 days of the issuance of this response table, the State must submit documentation of the specific procedures it uses to make findings based on noncompliance identified through the statewide database. This must include information on the steps taken from the time potential noncompliance is “flagged” by the database to the time a finding of noncompliance is made. The documentation must also include the criteria that are used to elevate a “red flag” to a finding of noncompliance.</p>	
---	--

Targeted Activities:

Activities surrounding Indicator 15 were:

- The ADE-SEU continued the development of tools to assist LEAs with data integrity, compliance, and implementation of corrective actions.
- The ADE-SEU continued to monitor IDEA compliance through review of trigger and fiscal data as well as the three-year cyclical monitoring of LEAs.
- Internal reviews of LEA policies, procedure, and practice were ongoing.
- ADE-SEU M/PE staff continued to implement and refine the verification procedures for correction of noncompliance.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

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 212 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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 2009	Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint: 100%
Actual Target Data for:	
Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint was 100% .	(13/13)*100 = 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

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 27 signed written complaints received in 2009-2010, investigations were conducted and reports were issued for 13 complaints. While 12 reports had findings, all 13 complaint investigation reports were issued within timelines. There was one complaint pending at the end of the state fiscal year which has since been investigated and report issued within timelines with no findings. A total of 13 complaints of the 27 filed were withdrawn or dismissed.

Targeted Activities:

Targeted activities for this indicator were undertaken by the ADE-SEU Dispute Resolution Section and AR-LEARN.

Dispute Resolution Section (DRS): The DRS participated in the following meetings:

- The ADE-SEU sent one Hearing Officer, an attorney representing the Arkansas Attorney General’s Office, and two staff members to the 31st Annual LRP National Institute in Orlando, Florida.

Part B State Annual Performance Report (APR) for FFY 2009

- Two Hearing Officers went to Seattle, Washington for the Eighth 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 State's new investigation tracking system was finalized and incorporated into the special education data warehouse. The system began full implementation as of July 2009.

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

Selected Legal Issues: Ninety-five (95) special education teachers and related services providers, LEA administrators, higher education faculty and LEA legal representatives attended workshops that included the following topics: (1) How to Effectively Plan and Implement Accommodations for Students with Disabilities in the Regular Classroom; (2) Modern Issues Involving Least Restrictive Environment; (3) A simplified Method for Understanding IDEA Discipline Rules; (4) Legal Issues concerning Emotionally Disturbed Students; and (5) The Building Administrator's Role in the IEP Process.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2009-10 have been updated in the SPP to reflect activities across the State. See page 218 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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))

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2009	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party: 100%
<p>Actual Target Data for 2009-10: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party was 100%.</p>	
<p>$(4/4) * 100 = \mathbf{100\%}$</p>	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

In 2009-10, there were 24 hearing requests, none of which were an expedited hearing request. Four hearing requests were fully adjudicated, 15 hearing requests were resolved without a hearing and five (5) were pending at the end of the reporting period.

Targeted Activities:

Dispute Resolution Section: The ADE-SEU sent one Hearing Officer, an attorney representing the Arkansas Attorney General’s Office, and two staff members to the 31st Annual LRP National Institute in Orlando, Florida.

Two Hearing Officers went to Seattle, Washington for the Eighth 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 DRS 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.

Part B State Annual Performance Report (APR) for FFY 2009

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

Selected Legal Issues: Ninety-five (95) special education teachers and related services providers, LEA administrators, higher education faculty and LEA legal representatives attended workshops that included the following topics: (1) How to Effectively Plan and Implement Accommodations for Students with Disabilities in the Regular Classroom; (2) Modern Issues Involving Least Restrictive Environment; (3) A simplified Method for Understanding IDEA Discipline Rules; (4) Legal Issues concerning Emotionally Disturbed Students; and (5) The Building Administrator's Role in the IEP Process.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2009-10 were updated in the SPP to reflect activities across the State. See page 225 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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 2009	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 54%
Actual Target Data for:	
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 100%	(10/10)*100 = 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Arkansas had 24 hearing requests, none of which was an expedited hearing request, throughout 2009-10. Ten (10) of the hearing requests went to resolution sessions with ten (10) resulting in settlement agreements. The resolution session settlement agreements rate of 100% exceeds the target of 54.00%.

Targeted Activities:

Dispute Resolution Section: The ADE-SEU sent one Hearing Officer, an attorney representing the Arkansas Attorney General’s Office, and two staff members to the 31st Annual LRP National Institute in Orlando, Florida.

Two Hearing Officers went to Seattle, Washington for the Eighth 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.

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

Part B State Annual Performance Report (APR) for FFY 2009

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

Selected Legal Issues: Ninety-five (95) special education teachers and related services providers, LEA administrators, higher education faculty and LEA legal representatives attended workshops that included the following topics: (1) How to Effectively Plan and Implement Accommodations for Students with Disabilities in the Regular Classroom; (2) Modern Issues Involving Least Restrictive Environment; (3) A simplified Method for Understanding IDEA Discipline Rules; (4) Legal Issues concerning Emotionally Disturbed Students; and (5) The Building Administrator's Role in the IEP Process.

**Revisions, with Justification, to Proposed Targets/Improvement
Activities/Timelines/Resources for FFY 2009:**

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2009-10 were updated in the SPP to reflect activities across the State. See page 229 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

**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))

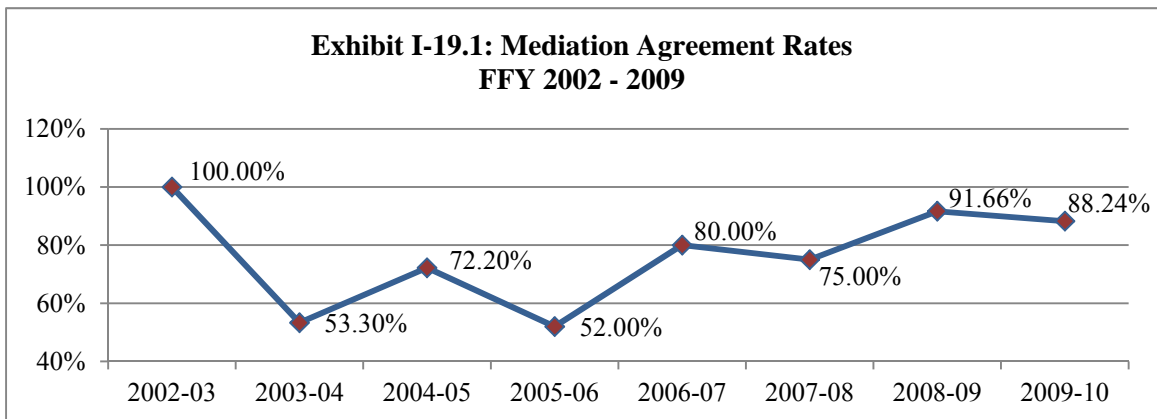
Measurement:

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

FFY	Measurable and Rigorous Target	
FFY 2009	Percent of mediations held that resulted in mediation agreements: 74.00%	
	<p>Actual Target Data for FFY 2009: Eighty-eight percent (88%) of mediations requested resulted in mediation agreements.</p>	$((0+15)/17)*100 = \mathbf{88.24\%}$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009: The ADE and the University of Arkansas at Little Rock Bowen School of Law Mediation Project had 26 mediation requests in 2009-10. Zero of the mediation requests were related to due process. Seventeen sessions were actually held and 15 of those resulted in agreements. There were nine mediations withdrawn or not held and no mediation sessions were pending as of June 30, 2010. The mediation agreement rate was 88.24%, though a slippage from the previous year’s rate of 91.66% still exceeding the target of 74.00%.

Given the complexity of the issues, not all issues are resolved through the mediation process. Arkansas’ mediation requests resulting in mediation agreements over the past eight years have a wide variance. While Arkansas had 100% of Mediations reach agreements in 2002-03, the rate has fluctuated with a low of 52% in 2006-07 to 91.66% in 2008-09. The 2009-10 rate declined slightly to 88.24%. Exhibit I-19.1 illustrates the unpredictability of mediation agreement rates.



Part B State Annual Performance Report (APR) for FFY 2009

Targeted Activities:

Dispute Resolution Section: 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.

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

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

Selected Legal Issues: Ninety-five (95) special education teachers and related services providers, LEA administrators, higher education faculty and LEA legal representatives attended workshops that included the following topics: (1) How to Effectively Plan and Implement Accommodations for Students with Disabilities in the Regular Classroom; (2) Modern Issues Involving Least Restrictive Environment; (3) A simplified Method for Understanding IDEA Discipline Rules; (4) Legal Issues concerning Emotionally Disturbed Students; and (5) The Building Administrator's Role in the IEP Process.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/
Timelines/Resources for FFY 2009:**

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2009-10 were updated in the SPP to reflect activities across the State. See page 233 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2009

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

Indicator 20: State Reported Data

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

Measurement:

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).

FFY	Measurable and Rigorous Target
FFY 2009	<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>

Actual Target Data for FFY 2009:

In 2009-10, Arkansas was 100% compliant with timely and accurate data reporting. All reports were submitted to OSEP on or before the due dates.

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 DAC DANS system. Additionally, Arkansas submitted the 2009-10 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 tables.

The data tables loaded into EDfacts and the DAC DANS system with no errors. Requests for data notes were submitted to DAC.

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.

Part B State Annual Performance Report (APR) for FFY 2009

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
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	40
APR Score Calculation	Timely Submission Points - If the FFY 2009 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total – (Sum of the subtotal and Timely Submission Points) =		45.00

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: 2/1/10	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/10	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/11	1	NA	NA	N/A	1
Table 7 – Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 2.143)=		45
Indicator #20 Calculation					
A. APR Grand Total					45.00
B. 618 Grand Total					45.00
C. APR Grand Total (A) + 618 Grand Total (B) =					90.00
					Total N/A in APR
					0
					Total N/A in 618
					0
					Base
					90.00
D. Subtotal (C divided by Base*) =					1.000
E. Indicator Score (Subtotal D x 100) =					100.00

Part B State Annual Performance Report (APR) for FFY 2009

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

The ADE-SEU 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-SEU 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/>.

Targeted Activities:

Targeted activities for this indicator are undertaken by the IDEA Data & Research Office and the ADE-SEU Grants/Data Management section.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the University of Arkansas at Little Rock in July 2009. The Summit which focused on data use had sessions covering the APR, secondary transition, dropout prevention, early childhood outcomes, data visualization, early childhood transition, and early childhood to kindergarten. Presenters included staff representing state consultants, the IDEA Data & Research Office, local education agencies, the Early Childhood Outcomes Center, the Data Accountability Center, and the Southeast Regional Resource Center.

Trainings: 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, DHS-DDS, and other ADE program and data administration staff.

Training Name	Number of Participants	Number of Programs	Number of Sessions
Special Education Data Summit	357	300	2 Days
Early Childhood WebEx: 2009-10 Reporting requirements and End of Year Data Review	32	36	3
DHS-DDS WebEx: 2009-10 Reporting requirements and End of Year Data Review	93	75	2
School Age WebEx: 2009-10 Reporting requirements and End of Year Data Review	163	157	3
School Age APSCN Data Entry	31	-	4
Early Childhood APSCN Data Entry	8	-	1
Early Childhood WebEx: Child Count/ Personnel Reporting	48	36	2
DHS-DDS WebEx: Child Count/ Personnel Reporting	79	75	2
School Age WebEx: Child Count/ Personnel Reporting	211	157	4
DHS-DDS MySped Data Entry	19	-	2
Early childhood WebEx: End of Year Reporting	40	36	2
DHS-DDS WebEx: End of Year Reporting	94	75	3
School Age WebEx: End of Year Reporting	142	157	4
MySped Resource Data Review Workshop for School Age LEA Supervisor	12	-	1
MySped Resource Data Review Workshop for Early Childhood Coordinators	11	-	1

Part B State Annual Performance Report (APR) for FFY 2009

Data Validation and Verification Workgroup: The Director of the IDEA Data & Research Office is participating in a national workgroup developing data validation and verification technical assistance documents.

Conference Presentations and Participation:

IDEA Data & Research staff

- Presented as part of a panel on data validation and verification at the OSEP/DAC Data Meeting in June 2010
- Attended the OSEP Leadership Conference, August, 2009
- Participated in the National Post School Outcomes Center meeting held March, 2010 in Eugene, Oregon
- Attended the EDFacts meeting and the EIMAC Spring and Fall meetings
- Participated as a member of the state team at the Secondary Transition State Planning Institute hosted by the National Secondary Transition and Technical Assistance Center

IDEA Newsletter: 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 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.

ADE Initiative: 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.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See page 240 in the SPP.