ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT

PART B ANNUAL PERFORMANCE REPORT
2010–11

February 1, 2012

ARKANSAS
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January 30, 2012

U.S. Department of Education
Office of Special Education Programs
Potomac Center
Mail Stop 2600, ROOM 4166
550 12TH St. S.W.
Washington, DC 20202

Dear Dr. Musgrove:

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

Arkansas will establish its determination criteria for the four levels of assistance and intervention regarding the performance of local education agencies (LEAs), will apply determinations to the LEAs and notify them by May 30, 2012 of their status. Individual LEA reports will be generated and posted to the ADE special education website along with the SPP and APR.

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

Respectfully,

Martha Kay Asti
Interim Associate Director
Special Education Unit

Enclosures

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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 ADE-SEU 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, 2012, 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. 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 ADE will report annually to the public on each Local Education Agency's (LEA) performance against the SPP targets using the Special Education website.

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 2010	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 for the four-year cohort is 85%.

Actual Target Data:
The percent of youth with IEPs graduating from high school with a regular diploma is 75.76%. This rate may be different than the rate reported in the Consolidated State Performance Report (CSPR) due to calculation errors and the State's uncertainty as to the opportunity to resubmit the 2009-10 data prior to EDFacts closure of 2009-10 collection.

Note: graduation rates are reported a year in arrears.

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.

Arkansas' graduation rate is outlined in Section 7.1 of the Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110). The Accountability workbook can be accessed on the Arkansas Department of Education's website at
http://arkansased.org/programs/word/accountability_workbook_052311.docx.

Section 7.1   High School Graduation Rate
Definition of High School Graduation Rate
Consistent with guidance from the United States Department of Education staff in the Office of Elementary and Secondary Education, Arkansas will use the four-year adjusted cohort graduation rate.

As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), the four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently

"adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

[Subpopulations are established during the 9th grade year. If a student is identified as a student with a disability (SWD) he/she will remain in the subpopulation cohort even if he/she is dismissed from services.]

The following formula provides an example of the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of the 2008-2009 school year and graduating by the end of the 2011-2012 school year.

Formula: Four-Year Graduation Rate

(Number of cohort members who earned a regular high school diploma
by the end of the 2011- 2012 school year)

DIVIDED BY

(Number of first-time 9th graders in fall 2008 (starting cohort) plus students who
transfer in, minus students who transfer out, emigrate, or die during
school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012)

High School Graduation Base Rate
Consistent with guidance from the United States Department of Education, staff in the Office of Elementary and Secondary Education and in accordance with 34 C.F.R. § 200.19(b)(1)(i)-(iv), Arkansas has been working on the following steps in order to comply with NCLB regulations in connection with high school graduation rate. Ninth grade students who are in attendance on October 1st constitute the base rate for computing the graduation rate.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
The target for 2009-10 is the percent of students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook is 85%; however the calculated rate for 2009-10 is 75.76%. The 2009-10 rate is 5.66 percentage points lower than the previous year's rate of 81.42%; however, 2009-10 is a different calculation.

Arkansas is reporting for the first time the ESEA Title I adjusted cohort graduation rate; therefore, the 2009-10 graduation rate data is a new baseline and no comparative data is available with the same calculation. Although Arkansas failed to meet the target established under ESEA the rate is higher than expected. ADE's preliminary analysis of the four-year cohort rate for students with disabilities (SWD) projected the rate to be in the low 70s.

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 2010-11 is presented below.

Monitoring/Program Effectiveness Section: The M/PE section of the Special Education Unit (SEU) reviews graduation rates via the Monitoring Profiles (single year event rate) and the APR (four-year cohort rate) to determine if districts are graduating students with disabilities at the same rate of general education 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): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.
- Request for services will automatically generate a confirmation that the request has been received.
- Service requests warranting the involvement of state consultant resources will generate a service referral to the appropriate CIRCUIT Unit.
- Request for services will result in a follow-up telephone call or email from a CIRCUIT resource within 2 weeks. Depending on the results for the follow up, additional information may be required.

A breakdown of CIRCUIT referrals for the 2010-11 school year is presented below.

Consulting Group	CIRCUIT Referrals	Consulting Group	CIRCUIT Referrals
Arkansas Transition Services	7	Behavioral Intervention Consultants	258
Children and Youth with Sensory Impairments	4	Educational Audiology Resources Services (EARS)	12
Easter Seals Arkansas Outreach Program	205	Educational Services for the Visually Impaired	203
Post-school Outcome Interventions for Special Education	28	TBI Consultant	6
Arkansas Technology & Curriculum Access Center	15	**Total**	**738**

National Dropout Prevention Center for Students with Disabilities Collaboration: The P.O.I.S.E. staff in conjunction with the ADE-SEU applied for and received a technical assistance grant. Work on the grant began in the Spring of 2011 and will continue throughout 2011-12 and 2012-13 school years.

National Post-School Outcome Center Collaboration: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research and a local education agency attended the National Post School Outcome Data Use Toolkit Training hosted in Denver, CO March, 2011.

Arkansas Transition Services activities related to this indicator were:
In 2010-2011, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures and 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- and post-test
1	Person Centered Planning	13	11	66%
1	Self-Advocacy Strategy	3	3	n/a
1	Take OFF	1	1	n/a
3	Transition Class: Getting Started	57	34	64%
3	Transition Class: Integrating Ideas	52	31	80%
1	Transition Class: Getting the Job	26	16	77%
44	Transition Toolkit	533	59	55%
1	Customized training: Transition Activities and Services	9	1	57%
2	Customized training: Transition Retreat	23	5	n/a
7	Customized training: Toolkit	94	5	64%
1	Customized training: Self-Advocacy/Transition Assessment	13	1	n/a

Arkansas Transition Services Interagency Agreements with School Districts: Effective working relationships were established with 156 districts through signed Interagency ATS agreements.

National Secondary Transition and Technical Assistance Center (NSSTAC): Arkansas continues its partnership with NSTTAC to improve transition services and student post-school outcomes across the state.

NSTTAC Focus School Partnership: ATS works collaboratively at West Memphis High School, a NSTTAC "Focus" school. NSTTAC 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 ATS. Data is being collected to ascertain what tools, assessments, curricula and practices are most effective.

National Post-School Outcomes (NPSO) Center: The Arkansas Department of Education (via ATS) is working with NPSO, which provides intensive technical assistance (TA) to the State, for the purpose of improving the State's collection, analysis, and use of post-school outcomes data for students with disabilities. The NPSO assists the State's efforts to improve collection, analysis, reporting, and use of post-school outcome data by identifying suitable evidence-based interventions designed to improve the response rate, representativeness of respondents, and employment and or postsecondary school outcomes of former students with disabilities one year out of school. ATS and the IDEA Data & Research office are currently working on a new data collection system for Indicator 14: Post-school Outcomes.

National Dropout Prevention Center for Students with Disabilities: Arkansas (via Arkansas Transition Services and IDEA Data & Research Office) applied for and was awarded a technical assistance (TA) grant from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) located at Clemson University. As one of five state recipients, ATS, IDEA Data & Research Office and interested school districts in partnership with NDPC-SD will develop or enhance dropout-prevention and re-entry practices in an effort to increase graduation rates and post-school opportunities for students with disabilities. Currently seven districts are involved in the project.

Arkansas Interagency Transition Partnership: The AITP is an interagency team established to improve transition outcomes for students with disabilities through collaboration of agencies that provide services and resources to those students. A meeting was held on August 26, 2010 with the partnership agencies to establish goals and training needs for the group as a whole. At the NSTTAC Institute in May 2011, members of AITP agreed that restructuring was needed to improve the effectiveness of the AITP and plans for that are in place.

Person-Centered Planning (PCP): Training for PCP was provided to 13 individuals from 11 charter schools. PCP meetings at two school districts were facilitated by ATS Consultants. There is anecdotal knowledge of teacher-facilitated PCP meetings taking place within those two districts after the ATS technical assistance.

Check and Connect Program: Check and Connect Training opportunities and professional development for local school districts is being supported by Arkansas Transition Services.

Transitions Class: *Getting Started*: In 2010-11, 57 teachers and supervisors received the *Getting Started* training. The training provided attendees with tools and instructions needed to start a Transitions Class. Attendees learned about Transitions Classes, how they benefit the students, and all forms necessary to get one started. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities were discussed. All attendees received a manual to initiate a class which included resources and tools to use in the classroom. There are approximately 150 transition classes in school districts at this time. ATS is currently working on a way to collect more accurate information about these classes, number of districts offering the courses, the teachers providing instruction and the students enrolled.

Transitions Class: *Getting the Job*: In 2010-2011, one *Getting the Job* training was held with 26 participants from 16 districts. This training focused on establishing the employment part of a Transitions Class to improve post-school outcomes of students in special education. It is for teachers who have been trained in *Getting Started* and *Integrating Ideas*. It includes an in-depth review of the *Getting Started* manual, plus information on the components involved in providing work experience to students. Teachers receive templates for pamphlets, power points, and other resources to assist in gaining community and school level support for implementing employment into the Transitions Class.

Transitions Class: *Integrating Ideas*: Three *Integrating Ideas* trainings were held in 2010-2011 with 52 participants from 31 school districts attending. This training is for teachers that have attended the

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 a preview of possible materials and suggestions for use in the classroom. A variety of lesson plans are presented to help the class run smoothly and accomplish the goal of improving post school outcomes. There is also 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 offered two to three times a year.

Self-Advocacy Strategy Training: Self-Advocacy Strategy Training was provided to three individuals representing three districts. This is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy.

Self-Determination in the Middle School**:** ATS worked with NSTTAC to implement self-determination curriculum for students with disabilities in two middle schools. Glen Rose Middle School had 15 student participants and Arkansas School for the Deaf had 24 student participants from grades 6-8. In comparing the pre- and post-scores of the *American Institute for Research* (AIR) *Self-Determination Assessments* from student and educator forms, overall gains in knowledge of self-determination were found. Plans to extend promoting self-determination in the middle school are currently in progress.

Local Consults: ATS consultants provided 38 consults to districts within their regions. These consults consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided ongoing technical assistance on a monthly basis.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): This training provides teachers with information on how to implement an exit portfolio for senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), keeping all agency contacts and correspondence in a portfolio, taking and keeping results of qualifying assessments for enrollment in post-secondary schools, and parental involvement activities to become knowledgeable and agreeable with the focus of the portfolio. This culminates with a portfolio overview for use at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, over 100 parent manuals and teacher manuals have been distributed and approximately 1000 student graduation packets have been distributed.

Arkansas Transition Summit, October 11-13, 2010: The fifth Transition Summit provided new and existing teams an opportunity to come together to focus on student centered planning in an effort to improve post school outcomes for youth with IEPs. National speakers with expertise in these areas presented general and breakout sessions. Arkansas teachers and agency personnel also presented on successful local programs that other teachers could replicate in their schools. Each team had four different planning sessions during which they assessed their needs, set goals and developed an action plan. There were 35 teams comprised of more than 200 participants. ATS encourages local teams to continue work on their plans in the district. ATS Cadre meetings will also help facilitate

this effort. Follow-up with these teams was provided by regional transition consultants. Dates for the next Arkansas Transition Summit will be October 1-3, 2012. The focus area will be student development with an emphasis on employment.

College Bound 2011: College Bound was held June 15-17, 2011 at the University of Central Arkansas (UCA) in Conway, AR. There were 16 students and 12 parents/professionals who attended and participated in team activities. Sessions were presented on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. In an effort to gain information about its effectiveness and to make improvements for College Bound 2012, a post College Bound survey will go out to 2011 participants. College Bound 2012 is scheduled for June 12-14, 2012 at UCA.

CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.

Arkansas Rehabilitation Services' Arkansas Transition Program: ATS worked to assist Transition Vocational Rehabilitation Counselors established in six high schools in Arkansas. These counselors were included on local transition teams, dropout prevention teams and frequently attend trainings, Cadre meetings, and Transition Fairs.

Transition Orientation Nights for Parents: General information on the transition process was presented to parents at the orientation nights. The events gave them an opportunity to ask questions and complete parent inventories to aid in development of the student's transition plan. Representatives from outside agencies were available to provide information on post-school services. Approximately seven events have taken place.

Transition Fairs: Transition Fairs were held for students and families to learn about area agencies and their services. Approximately 20 fairs were held with 44 districts participating.

Transition Youth Conferences: The annual Youth Conference was held in Hope, AR in Oct. 2010. Approximately 280 students with disabilities from school districts within the Educational Cooperative region were in attendance.

Presentations: Arkansas Transition Services personnel presented various transition topics at several state and national conferences:
- Arkansas Council for Exceptional Children
- SEAS Forum
- Special Education Data Summit
- ARS' Youth Leadership Forum
- NSTTAC's National State Planning Institute.

Proposals have been submitted to present at the National State Planning Institute in May 2012 and at future national DCDT conferences.

Cadre Meetings: A cadre meeting for leaders and co-leaders of local transition teams around the state was held in December 2010 and February 2011 in Little Rock. The December meetings provided teams with professional development on *Student Directed Transition Planning* (SDTP) and *ME! Lessons in Self Advocacy*. Jim Martin presented information to participants on initiation and implementation of these self-determination curricula. Each team received a copy of each curriculum. The February meetings focused on Agency Services and Transition Fairs. Teams received an agency resource notebook and instruction on connecting with agencies in their areas.

Secondary Transition State Planning Institute: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research, a local education agency, Arkansas Rehabilitation Services, and Arkansas PTI attended the annual meeting in May 2011. The team's main goal was to reorganize the state team, the Arkansas Interagency Transition Partnership (AITP) and to continue work with the NPSO and the NDPC-SD. The team continued work on the state plan to improve indicator outcomes.

Transition Retreat: In December 2010 and June 2011, 23 teachers from five school districts along with their Special Education Supervisor attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the schools the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments. The teachers were shown how to use the results of the assessments in the development of practical and beneficial transition plans.

College Camp: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting students with hearing impairments for this four day college camp held at the University of Arkansas at Little Rock in July 2010. The camp provided a real-life picture of college campus living. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsoring the attendance of one student.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered through AR-LEARN. AR-LEARN workshops addressed 13 of the APR indicators.

Autism Diagnostic Observation System (ADOS): AR-LEARN hosted 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. There were 51 participants.

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. There were 29 participants.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on the use of data for both school age programs and early childhood programs. Ms. Charlotte Alverson of the National Post School Outcomes Center conducted a one-day workshop with school age programs on the use of the PSO Toolkit. The PSO Toolkit focuses on the graduation, dropout, secondary transition and post-school outcomes data.

Four-year Adjusted Graduation Cohort Workgroup: The Director of the IDEA Data & Research Office worked directly with ADE's Division of Research & Technology in the development of the four-year adjusted graduation cohort protocol.

Data Driven Decision Making/Data Teams: The Center for Applied Studies in Education and the IDEA Data & Research Office at UALR, in partnership with the ADE, sponsored two two-day seminars on Data Driven Decision Making/Data Teams. The two-day seminars were presented by Mr. Steve Ventura of The Leadership and Learning Center of Denver, CO.

The first event was held February 17-18, 2011 with registration reaching capacity of 60. The second seminar was presented May 9-10, 2011, again reaching capacity. Additionally, participants of both seminars were provided an opportunity to become certified trainers for the seminar Data Driven Decision Making/Data Teams by attending a three-day certification course. The certification allows a district employee to conduct the training for their district as many times as needed for the next three years. The IDEA Data & Research staff can conduct the training anywhere in the state. Eight participants from three school districts and five IDEA Data & Research staff became certified.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2010:
There was a revision to the proposed targets which now matches the accountability workbook. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 7, 17-18 of the SPP.

Part B State Annual Performance Report (APR) for FFY 2010

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 2010	The target for the percent of youth with IEPs dropping out of high school is 4.20%.

Actual Target Data:
In 2009-10, 3.06% 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 with disabilities 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
736	24,035	3.06%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
Based on the ESEA data for students in grades 7-12, in the 2009-10 school year, the special education dropout rate was 3.06%; an improvement from the 2008-09 dropout rate of 3.66%. Arkansas met the target by 1.14 percentage points. In 2009-10, Arkansas had 28.50% fewer students with disabilities dropping out of school when compared to the 2007-08 baseline year. Exhibit I-2.1 below illustrates the change in the dropout rate for the past three years.

**Exhibit I-2.1: Special Education Student Dropped Out Rates
A Three-Year Comparison**

Year	Rate
2007-08	4.28%
2008-09	3.66%
2009-10	3.06%
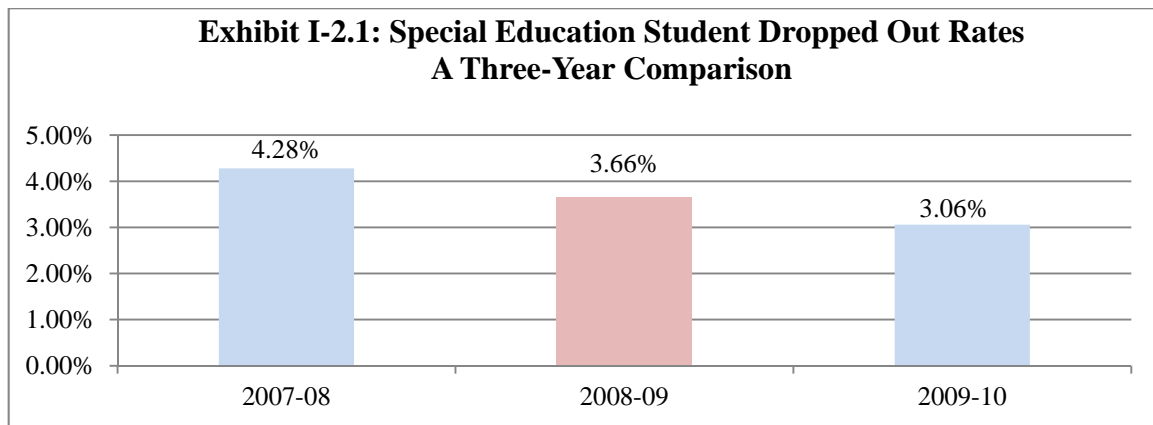
However, the rate of 3.06% is not the rate reported in the Consolidated State Performance Report (CSPR). The rate reported in the CSPR is 0.3% (72/24035) and while Arkansas is making strides in the area of dropout prevention, the 0.3% rate was too extreme of an improvement. After ADE Data Administration and Reporting Section submitted the data for the CSPR, they also sent the data to the IDEA Data & Research Office to use in the APR. Upon seeing the rate of 0.3%, the IDEA Data & Research Office questioned numbers and the calculation.

In discussions with APSCN and the Data Administration and Reporting Section, anomalies were found in how students were identified as a SWD in relation to the 2009-10 dropout data. Data Administration recalculated the state level data by conducting a student level match between the October 1, 2009 enrollment subpopulation count for SWD and the dropout data reported in the fall of 2010. This brought the count of dropouts to 736, for grades 7-12, more in line with what was expected. The inconsistencies in the aggregation of the data have been resolved but Data Administration does not plan to resubmit the 2009-10 data to the EDFacts system which would update the CSPR report. The identification issue has been resolved for the 2010-11 dropout data.

The exclusion of non-graded students in the calculation remains a concern. 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 four 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. This concern 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. Currently this is no set timeline for changing the State's dropout reporting to the four-year cohort.

The ADE-SEU and the IDEA Data & Research Office will continue to work closely with the APSCN and Data Administration and Reporting Section to develop a process to properly identify students with a disability who drop out of school.

Discussion of Progress:
The 3.06% rate demonstrates the continual efforts being undertaken in the State to reduce the number of students with disabilities dropping out of school. The ADE-SEU has made dropout prevention a priority by funding program offices such as Arkansas Transition Services, P.O.I.S.E., and Behavior Intervention Consultants. However, there is more work to be done.

In 2010-11, Arkansas applied for and received a Technical Assistance Grant from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). The TA grant focuses on dropout prevention for all students and the creation of re-entry programs for students who have already dropped out. Eight districts volunteered to participate in the Dropout Prevention Technical Assistance grant beginning in the fall of 2011. Participating districts will identify a core team to attend trainings and develop a dropout prevention plan.

The NDPC grant aligns with other partnerships and TA activities surrounding Indicators 1, 2, 13, and 14. Arkansas also partners with the National Secondary Transition Technical Assistance Center and the National Post-School Outcomes Center.

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 2010-11 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.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.
- Request for services will automatically generate a confirmation that the request has been received.
- Service requests warranting the involvement of state consultant resources will generate a service referral to the appropriate CIRCUIT Unit.
- Request for services will result in a follow-up telephone call or email from a CIRCUIT

resource within 2 weeks. Depending on the results for the follow up, additional information may be required.

A breakdown of CIRCUIT referrals for the 2010-11 school year is presented below.

Consulting Group	CIRCUIT Referrals	Consulting Group	CIRCUIT Referrals
Arkansas Transition Services	7	Behavioral Intervention Consultants	258
Children and Youth with Sensory Impairments	4	Educational Audiology Resources Services (EARS)	12
Easter Seals Arkansas Outreach Program	205	Educational Services for the Visually Impaired	203
Post-school Outcome Interventions for Special Education	28	TBI Consultant	6
Arkansas Technology & Curriculum Access Center	15	**Total**	**738**

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.

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.

Arkansas Transition Services activities related to this indicator were:

In 2010-2011, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures and 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- and post-test
1	Person Centered Planning	13	11	66%
1	Self-Advocacy Strategy	3	3	n/a
1	Take OFF	1	1	n/a
3	Transition Class: Getting Started	57	34	64%
3	Transition Class: Integrating Ideas	52	31	80%
1	Transition Class: Getting the Job	26	16	77%
44	Transition Toolkit	533	59	55%
1	Customized training: Transition Activities and Services	9	1	57%
2	Customized training: Transition Retreat	23	5	n/a
7	Customized training: Toolkit	94	5	64%
1	Customized training: Self-Advocacy/Transition Assessment	13	1	n/a

Arkansas Transition Services Interagency Agreements with School Districts: Effective working relationships were established with 156 districts through signed Interagency ATS agreements.

National Secondary Transition and Technical Assistance Center (NSSTAC)**:** Arkansas continues its partnership with NSTTAC to improve transition services and student post-school outcomes across the state.

NSTTAC Focus School Partnership: ATS works collaboratively at West Memphis High School, a NSTTAC "Focus" school. NSTTAC 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 ATS. Data is being collected to ascertain what tools, assessments, curricula and practices are most effective.

National Post-School Outcomes (NPSO) Center: The Arkansas Department of Education (via ATS) is working with NPSO, which provides intensive technical assistance (TA) to the State, for the purpose of improving the State's collection, analysis, and use of post-school outcomes data for students with disabilities. The NPSO assists the State's efforts to improve collection, analysis, reporting, and use of post-school outcome data by identifying suitable evidence-based interventions designed to improve the response rate, representativeness of respondents, and employment and or postsecondary school outcomes of former students with disabilities one year out of school. ATS and the IDEA Data & Research office are currently working on a new data collection system for Indicator 14: Post-school Outcomes.

National Dropout Prevention Center for Students with Disabilities: Arkansas (via Arkansas Transition Services and IDEA Data & Research Office) applied for and was awarded a technical assistance (TA) grant from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) located at Clemson University. As one of five state recipients, ATS, IDEA Data & Research Office and interested school districts in partnership with NDPC-SD will develop or enhance dropout-prevention and re-entry practices in an effort to increase graduation rates and post-school opportunities for students with disabilities. Currently seven districts are involved in the project.

Arkansas Interagency Transition Partnership (AITP): The AITP is an interagency team established to improve transition outcomes for students with disabilities through collaboration of agencies that provide services and resources to those students. A meeting was held on August 26, 2010 with the partnership agencies to establish goals and training needs for the group as a whole. At the NSTTAC Institute in May 2011, members of AITP agreed that restructuring was needed to improve the effectiveness of the AITP and plans for that are in place.

Person-Centered Planning (PCP): Training for PCP was provided to 13 individuals from 11 charter schools. PCP meetings at two school districts were facilitated by ATS Consultants. There is anecdotal knowledge of teacher-facilitated PCP meetings taking place within those two districts after the ATS technical assistance.

Check and Connect Program: Check and Connect Training opportunities and professional development for local school districts is being supported by Arkansas Transition Services.

Transitions Class: *Getting Started*: In 2010-11, 57 teachers and supervisors received the *Getting Started* training. The training provided attendees with tools and instructions needed to start a

Transitions Class. Attendees learned about Transitions Classes, how they benefit the students, and all forms necessary to get one started. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities were discussed. All attendees received a manual to initiate a class which included resources and tools to use in the classroom. There are approximately 150 transition classes in school districts at this time. ATS is currently working on a way to collect more accurate information about these classes, number of districts offering the courses, the teachers providing instruction and the students enrolled.

Transitions Class: *Integrating Ideas*: Three *Integrating Ideas* trainings were held in 2010-2011 with 52 participants from 31 school districts attending. This training is for teachers that have attended the *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 a preview of possible materials and suggestions for use in the classroom. A variety of lesson plans are presented to help the class run smoothly and accomplish the goal of improving post school outcomes. There is also 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 offered two to three times a year.

Transitions Class: *Getting the Job*: In 2010-2011, one *Getting the Job* training was held with 26 participants from 16 districts. This training focused on establishing the employment part of a Transitions Class to improve post-school outcomes of students in special education. It is for teachers who have been trained in *Getting Started* and *Integrating Ideas*. It includes an in-depth review of the *Getting Started* manual, plus information on the components involved in providing work experience to students. Teachers receive templates for pamphlets, power points, and other resources to assist in gaining community and school level support for implementing employment into the Transitions Class.

Self-Advocacy Strategy Training: Self-Advocacy Strategy Training was provided to three individuals representing three districts. This is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy.

Self-Determination in the Middle School**:** ATS worked with NSTTAC to implement self-determination curriculum for students with disabilities in two middle schools. Glen Rose Middle School had 15 student participants and Arkansas School for the Deaf had 24 student participants from grades 6-8. In comparing the pre- and post-scores of the *American Institute for Research (AIR) Self-Determination Assessments* from student and educator forms, overall gains in knowledge of self-determination were found. Plans to extend promoting self-determination in the middle school are currently in progress.

Local Consults: ATS consultants provided 38 consults to districts within their regions. These consults consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided ongoing technical assistance on a monthly basis.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): This training provides teachers with information on how to implement an exit portfolio for senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), keeping all agency contacts and correspondence in a portfolio, taking and keeping results of qualifying assessments for enrollment in post-secondary schools, and parental involvement activities to become knowledgeable and agreeable with the focus of the portfolio. This culminates with a portfolio overview for use at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, over 100 parent manuals and teacher manuals have been distributed and approximately 1000 student graduation packets have been distributed.

Arkansas Transition Summit, October 11-13, 2010: The fifth Transition Summit provided new and existing teams an opportunity to come together to focus on student centered planning in an effort to improve post school outcomes for youth with IEPs. National speakers with expertise in these areas presented general and breakout sessions. Arkansas teachers and agency personnel also presented on successful local programs that other teachers could replicate in their schools. Each team had four different planning sessions during which they assessed their needs, set goals and developed an action plan. There were 35 teams comprised of more than 200 participants. ATS encourages local teams to continue work on their plans in the district. ATS Cadre meetings will also help facilitate this effort. Follow-up with these teams was provided by regional transition consultants. Dates for the next Arkansas Transition Summit will be October 1-3, 2012. The focus area will be student development with an emphasis on employment.

College Bound 2011: College Bound was held June 15-17, 2011 at the University of Central Arkansas (UCA) in Conway, AR. There were 16 students and 12 parents/professionals who attended and participated in team activities. Sessions were presented on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. In an effort to gain information about its effectiveness and to make improvements for College Bound 2012, a post College Bound survey will go out to 2011 participants. College Bound 2012 is scheduled for June 12-14, 2012 at UCA.

CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.

Arkansas Rehabilitation Services' Arkansas Transition Program: ATS worked to assist Transition Vocational Rehabilitation Counselors established in six high schools in Arkansas. These counselors were included on local transition teams, dropout prevention teams and frequently attend trainings, Cadre meetings, and Transition Fairs.

Transition Orientation Nights for Parents: General information on the transition process was presented to parents at the orientation nights. The events gave them an opportunity to ask questions and complete parent inventories to aid in development of the student's transition plan. Representatives from outside agencies were available to provide information on post-school services. Approximately seven events have taken place.

Transition Fairs: Transition Fairs were held for students and families to learn about area agencies and their services. Approximately 20 fairs were held with 44 districts participating.

Transition Youth Conferences: The annual Youth Conference was held in Hope, AR in Oct. 2010. Approximately 280 students with disabilities from school districts within the Educational Cooperative region were in attendance.

Presentations: Arkansas Transition Services personnel presented various transition topics at several state and national conferences:
- Arkansas Council for Exceptional Children
- SEAS Forum
- Special Education Data Summit
- ARS' Youth Leadership Forum
- NSTTAC's National State Planning Institute.

Proposals have been submitted to present at the National State Planning Institute in May 2012 and at future national DCDT conferences.

Cadre Meetings: A cadre meeting for leaders and co-leaders of local transition teams around the state was held in December 2010 and February 2011 in Little Rock. The December meetings provided teams with professional development on *Student Directed Transition Planning* (SDTP) and *ME! Lessons in Self Advocacy*. Jim Martin presented information to participants on initiation and implementation of these self-determination curricula. Each team received a copy of each curriculum. The February meetings focused on Agency Services and Transition Fairs. Teams received an agency resource notebook and instruction on connecting with agencies in their areas.

Secondary Transition State Planning Institute: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research, a local education agency, Arkansas Rehabilitation Services, and Arkansas PTI attended the annual meeting in May 2011. The team's main goal was to reorganize the state team, the Arkansas Interagency Transition Partnership (AITP) and to continue work with the NPSO and the NDPC-SD. The team continued work on the state plan to improve indicator outcomes.

Transition Retreat: In December 2010 and June 2011, 23 teachers from five school districts along with their Special Education Supervisor attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the schools the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments. The teachers were shown how to use the results of the assessments in the development of practical and beneficial transition plans.

College Camp: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting students with hearing impairments for this four day college camp held at the University of Arkansas at Little Rock in July 2010. The camp provided a real-life picture of college campus living. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsoring the attendance of one student.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Autism Diagnostic Observation System (ADOS): AR-LEARN hosted 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. There were 51 participants.

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. There were 29 participants.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on the use of data for both school age programs and early childhood programs. Ms. Charlotte Alverson of the National Post School Outcomes Center conducted a one-day workshop with school age programs on the use of the PSO Toolkit. The PSO Toolkit focuses on the graduation, dropout, secondary transition and post school outcomes data.

Data Driven Decision Making/Data Teams: The Center for Applied Studies in Education and the IDEA Data & Research Office at UALR, in partnership with the ADE, sponsored two two-day seminars on Data Driven Decision Making/Data Teams. The two-day seminars were presented by Mr. Steve Ventura of The Leadership and Learning Center of Denver, CO.

The first event was held February 17-18, 2011 with registration reaching capacity of 60. The second seminar was presented May 9-10, 2011, again reaching capacity. Additionally, participants of both seminars were provided an opportunity to become certified trainers for the seminar Data Driven Decision Making/Data Teams by attending a three-day certification course. The certification allows a district employee to conduct the training for their district as many times as needed for the next three years. The IDEA Data & Research staff can conduct the training anywhere in the state. Eight participants from three school districts and five IDEA Data & Research staff became certified.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2010:
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 34-35 of the SPP.

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 2010	Districts Meeting AYP for Disability Subgroup (3A)	Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)				
Targets for FFY 2010	17.15%	Reading		Math		Reading		Math		
		95%		95%		45.22%		51.44%		
Actual Target Data for FFY 2010	#	%	#	%	#	%	#	%	#	%
	1 of 16	6.25	28,138	98.78	30,543	98.61	7,088	31.49	12,015	44.86

Actual Target Data for FFY 2010:

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 6.25%.

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 2010	Percent of Districts
FFY 2010	256	16	1	6.25

Part B State Annual Performance Report (APR) for FFY 2010

3. B - Actual Participation Data for FFY 2010

	Math Assessment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total #	Total %
a	Children with IEPs	4,366	4,407	4,255	4,080	3,902	3,871	5,433	30,314	100.00%
b	IEPs in regular assessment with no accommodations	1,631	1,432	1,096	957	921	1,056	1,291	8,384	27.66%
c	IEPs in regular assessment with accommodations	2,235	2,439	2,592	2,579	2,434	2,241	1,746	16,266	53.66%
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	460	494	524	507	515	530	,2213	5,243	17.30%
g	Overall (b+c+d+e+f) Baseline	4,326	4,365	4,212	4,043	3,870	3,827	5,250	29,893	98.61%
	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.	40	42	43	37	32	44	183	421	1.39%

	Reading Assessment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total #	Total %
a	Children with IEPs	4,366	4,407	4,255	4,080	3,902	3,871	3,490	28,371	100.00%
b	IEPs in regular assessment with no accommodations	1,631	1,432	1,096	957	921	1,056	990	8,083	28.49%
c	IEPs in regular assessment with accommodations	2,235	2,439	2,592	2,579	2,434	2,241	1,699	16,219	57.17%
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	460	494	524	507	515	530	693	3,723	13.12%
g	Overall (b+c+d+e+f) Baseline	4,326	4,365	4,212	4,043	3,870	3,827	,3382	28,025	98.78%
	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.	40	42	43	37	32	44	108	346	1.22%

3. C – Actual Performance Target Data for FFY 2010

Math Assessment		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total #	%
a	Children with IEPs	3,980	4,046	3,891	3,743	3,586	3,517	4,829	27,592	100.00%
b	IEPs in regular assessment with no accommodations	1,070	781	519	346	278	161	438	3,593	13.02%
c	IEPs in regular assessment with accommodations	967	818	810	659	599	300	623	4,776	17.31%
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	348	375	396	350	360	312	1,869	4,010	14.53%
g	Overall (b+c+d+e+f) Baseline	2,386	1,974	1,725	1,355	1,237	773	2,940	12,379	44.86%

Reading Assessment		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total #	%
a	Children with IEPs	3,980	4,046	3,891	3,743	3,586	3,517	3,188	25,951	100.00%
b	IEPs in regular assessment with no accommodations	836	749	442	271	158	253	115	2,824	10.88%
c	IEPs in regular assessment with accommodations	412	601	463	311	288	419	124	2,618	10.09%
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	340	363	356	365	369	365	571	2,729	10.52%
g	Overall (b+c+d+e+f) Baseline	1,588	1,713	1,261	947	815	1,037	811	8,172	31.49%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
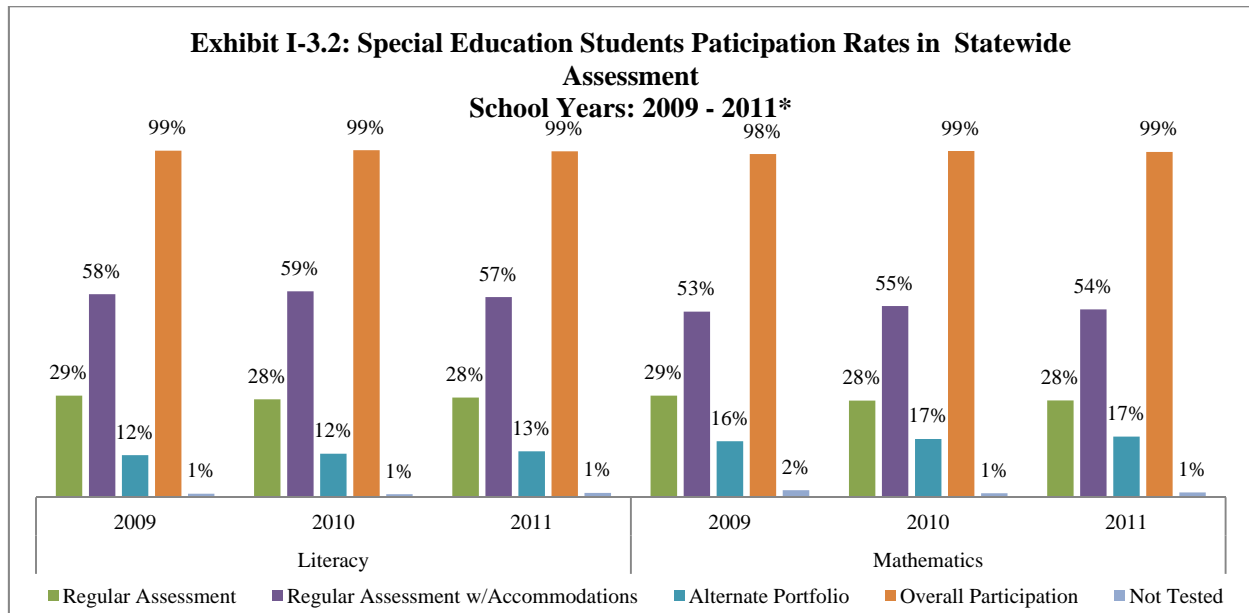**AYP:**
The 2010-11 AYP rate for Arkansas districts with disability subgroups is 6.25%. This rate represents a 54% decline from the FFY 2009 rate of 13.64%. Arkansas continues to have slippage since reporting AYP as a single target instead of having a target for literacy and mathematics as described in the Arkansas Accountability Workbook. This is a difficult indicator to gauge with the number of districts with subgroups fluctuating from year to year. Although the progress data has declined, the rate is still above the FFY 2005 rate. The six-year history of AYP rates for districts with disability subgroups is presented in Exhibit I-3.1.

Exhibit I-3.1: Percent of Districts with Disability Subgroups Meeting AYP Objectives - 2006-2010
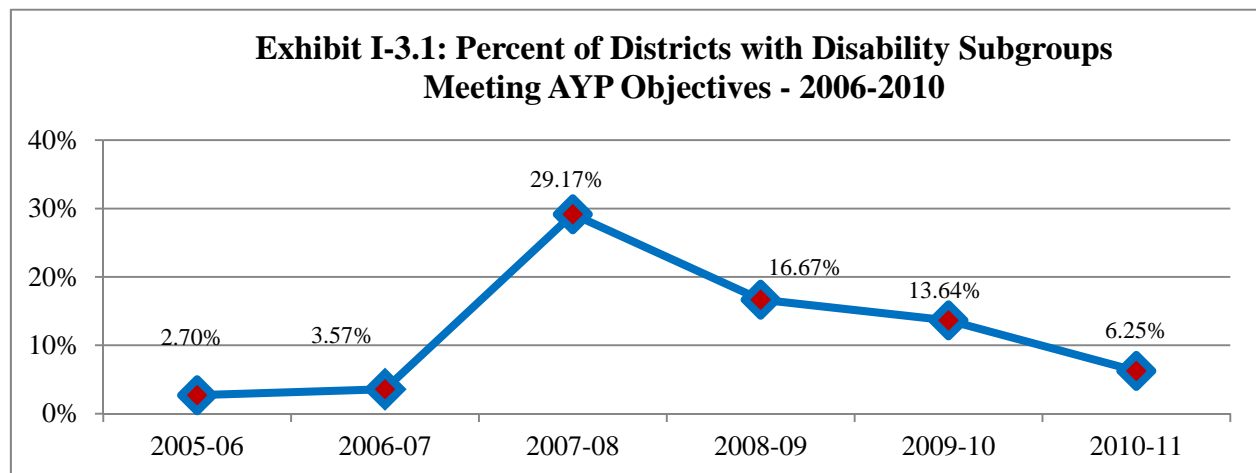
Participation:
Mathematics
The participation target is 95%; the 2010-11 participation rates fell slightly from 98.88% to 98.61% in 2010-11 (Exhibit I-3.2). Although Arkansas met the target of 95% it recognizes the need for continual efforts to ensure all students with disabilities participate in statewide assessments.

The rate of students with disabilities participating in statewide mathematics assessments has remained relatively steady with less than a one percentage point shift. The ADE Curriculum, Assessment and Research Unit, in conjunction with the Special Education Unit, will 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.

Exhibit I-3.2: Special Education Students Paticipation Rates in Statewide Assessment
School Years: 2009 - 2011*

Legend: ■ Regular Assessment ■ Regular Assessment w/Accommodations ■ Alternate Portfolio ■ Overall Participation ■ Not Tested

*Percentages are rounded

Literacy

The participation target is 95%; the 2010-11 participation rates decreased slightly from 99.12% to 98.78% (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. 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.
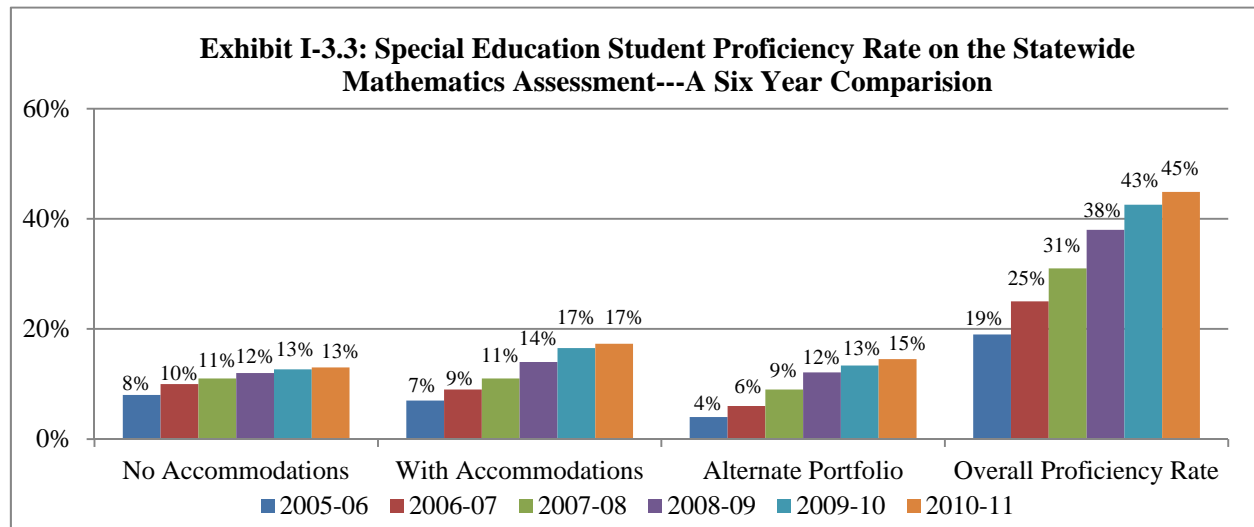
Performance Proficiency:

The FFY 2010 APR reflects the third 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 2010-11. 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. For a comparison of special education students to all students please visit the website of the National Office for Research on Measurements and Evaluation Systems (NORMES), the holder of the State contract for collection and statistical analysis of the statewide assessment data, at http://normessasweb.uark.edu/schoolperformance/State/SARy3.php?grade=3rd .

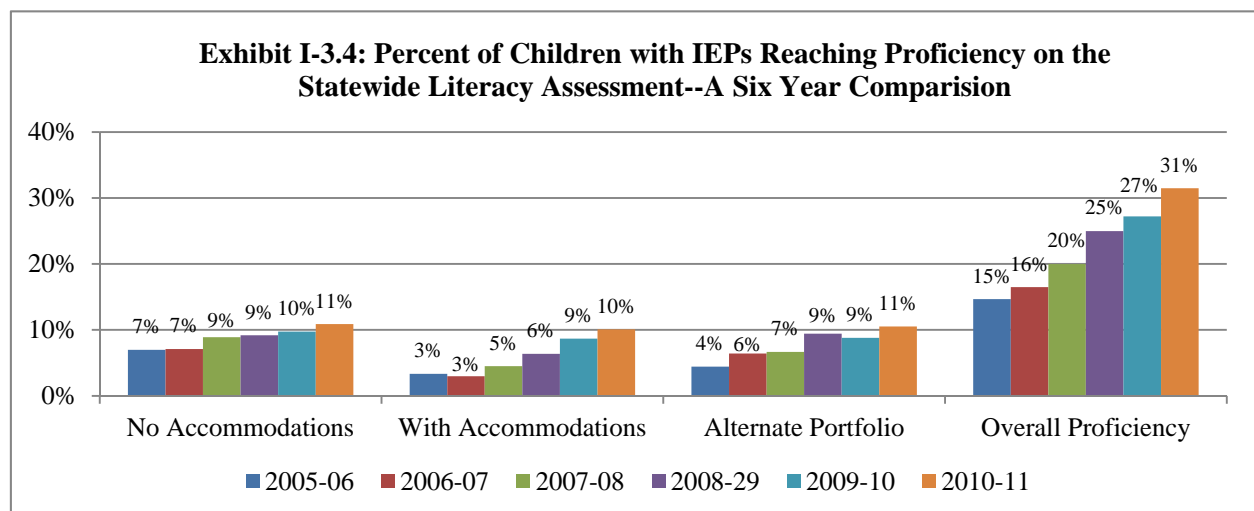## Part B State Annual Performance Report (APR) for FFY 2010

Mathematics

Arkansas' accountability workbook outlines a 6.52 percentage point annual gain for all students in mathematics; therefore, the target for 2010-11, for students with disabilities is 51.44%. The mathematics proficiency rate reached 44.86%, missing the target by 6.58 percentage points. This is the smallest increase in mathematics proficiency Arkansas has seen in seven years. However, the 2010-11 rate is a 5.47% increase from 2009-10 and a 274.42% increase since the 2004-05 school year. Exhibit I-3.3 displays a six-year comparison of mathematics proficiency.

Exhibit I-3.3: Special Education Student Proficiency Rate on the Statewide Mathematics Assessment---A Six Year Comparision

Category	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
No Accommodations	8%	10%	11%	12%	13%	13%
With Accommodations	7%	9%	11%	14%	17%	17%
Alternate Portfolio	4%	6%	9%	12%	13%	15%
Overall Proficiency Rate	19%	25%	31%	38%	43%	45%

Literacy

The percentage point annual gain in literacy for all students under Arkansas' accountability workbook is 6.41; therefore, the target for 2010-11 for students with disabilities is 45.22%. The overall literacy proficiency rate reached 31.49%, a 15.77% increase from the previous year and a 349.86% increase since the 2004-05 school year. While the increase is still below the State's target, the year-to-year percent change for SWD scoring proficient in literacy exceeded the percent change in mathematics. A six-year comparison is presented in Exhibit I-3.4.

Exhibit I-3.4: Percent of Children with IEPs Reaching Proficiency on the Statewide Literacy Assessment--A Six Year Comparision

Category	2005-06	2006-07	2007-08	2008-29	2009-10	2010-11
No Accommodations	7%	7%	9%	9%	10%	11%
With Accommodations	3%	3%	5%	6%	9%	10%
Alternate Portfolio	4%	6%	7%	9%	9%	11%
Overall Proficiency	15%	16%	20%	25%	27%	31%

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 2010-11 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 2014. 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 continued in its development with scheduled trainings held for the pilot sites. Marla Holbrook, a leading authority in Standards Based IEPs, was contracted to serve as the consultant for the project. She delivered a major training at Special Show 2010 in Hot Springs in July. Approximately 2,000 teachers and administrators attended this event.

Pilot sites were established in Sheridan, Magnolia, Bryant, and Springdale school districts and assisted in development and refinement of proposed forms and procedures. Final reports and recommendations from these sites were presented at a meeting in May 2011.

Alternate Portfolio Assessment Webinar Training: Statewide training on preparation and submission of the alternate portfolio assessment was provided by webinar in September 10, 2010 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.

Arkansas Alternate Portfolio Assessment Professional Development Workshops: District staff from across the State participated in a series of one-day workshops on the *Alternate Portfolio Assessment for Students with Disabilities*. The workshops were held the week of September 28 – October 1, 2010 at the Holiday Inn Airport Conference Center. The workshops provided a *Recap of the 2009-10 Assessment Administration* and a *What's New for the 2010-11* as well as breakout sessions for staff at all grade levels.

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

District 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 2011. These trainings were held in Forrest City, Jonesboro, Fort Smith, Monticello, Magnolia, Arkadelphia, Mountain Home, Rogers, 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 2010-2011 school year, the Technology and Curriculum Access Center (TCAC), located in the Easter Seals Arkansas facility, provided technical assistance to 32 school districts on alternate portfolio assessment. The staff from TCAC is well trained and has many years of experience working with the alternate portfolio assessment.

Number of Trainings	Name of Activity	Number of Participants	Number of Districts
1	Portfolios 101	1	1
1	Portfolio Overview	23	1
52	Portfolio Consultation	501	21
4	Algebra/Geometry Alternate Assessment	47	1
15	Alternate Portfolios	210	8

ADE Initiatives

The Arkansas State Personnel Development Grant (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 continued to serve as full members on ADE Specialty Support Teams (SSTs) for schools in Improvement (or "Differentiated Accountability") status during 2010-2011. These Teams were comprised of a School Improvement Advisor, a number of literacy, mathematics, and science specialists, a SPDG staff person, and selected others. Each SST was assigned to one of five regions in the state (most regions consist of a number of Education Service Cooperatives—ESCs), and was responsible for working with either the District Leadership or School Leadership Teams (DLTs or SLTs). The work with the DLTs and SLTs was requested by the district, and was provided on a consultative basis. Schools in Years 3-6 of School Improvement were encouraged to use Strategic Instruction Model (SIM) Content Enhancement Routines as a core academic intervention.

The SPDG Literacy Coordinator served on the ADE State Literacy Team to develop a State Literacy Plan that was completed in February, 2011.

SPDG staff continued to work 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 Positive Behavioral Support Systems. This professional development was provided primarily through compressed interactive video (CIV).

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention (AALI), based on the Strategic Instruction Model from the University of Kansas Center for Research on Learning, has become an integral part of educational reform in Arkansas for several years. The primary goal of the Arkansas Adolescent Literacy Intervention (AALI) is to increase capacity within the state of Arkansas to improve academic outcomes for students at risk for school failure by ensuring access to high quality, research-based, strategy instruction. This is achieved by providing high-quality, research-based professional development to general and special education teachers who work with adolescents with learning problems. There are two general strategies designed to achieve the primary goal; a) to build teacher capacity for demonstrating mastery in the application of the Strategic Instruction Model methodologies, and b) to increase sustainability and scalability of the high quality, research-based, strategy instruction used by the participating district teaching teams. There were 63 AALI professional development and technical assistance opportunities during the 2010-11 school year.

AALI Learning Tracks:
The AALI uses the Strategic Instruction Model (SIM), which is comprised of a variety of Content Enhancement Routines and Learning Strategies. The routines and learning strategies are described as follows:

CER (Content Enhancement Routines) – Content Enhancement Routines are used by teachers to teach curriculum content to academically diverse classes in ways that all students can understand and remember key information. Content Enhancement is an instructional method that relies on using powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner. Teachers identify content that they deem to be most critical and teach it using a powerfully designed teaching routine that actively engages students with the content.

LS (Learning Strategies) – Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

AALI PARTICIPANTS:
During the initial phases of the intervention, a handful of districts chose to participate. The following school districts and groups of state content specialists (math, science, and literacy) are currently involved in the Arkansas Adolescent Literacy Intervention. The teachers and instructional specialists have participated in developing the necessary skills to effectively implement the Content Enhancement Routines (CER) and Learning Strategies (LS) that comprise the Strategic Instruction Model (SIM). A list of participating districts and the associated learning track is provided below.

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STATEWIDE SCHOOL PARTICIPATION	LEARNING TRACK	NUMBER of PARTICIPANTS PER SCHOOL
Bentonville HS	CER	4
Carl Stuart MS-Conway	CER	4
Harrisburg MS	LS/CER	21
Lincoln	LS	6
Magnolia	LS	4
Batesville Southside	CER/LS	16
Fayetteville	CER	12
Forrest City	LS	37
White County Central	CER	25
ADE Specialists	CER	70
Dequeen	LS	2
Harmony Grove MS	LS	2
Ledbetter Elem	LS	2
North Little Rock HS	LS	2
McGhee	LS	3
Beebe JH	LS	4
Bryant	LS	2
Paragould	LS	3
Oscar Hamilton MS	LS	1
Camden Fairview MS	LS	4
Drew Central	LS	4
Benton	LS	2
Valley View	LS	2
NC Educational Cooperative-Instructional Facilitators	CER	17
NW Educational Cooperative-Vocational	CER	20
GT Specialists from 14 Arkansas Educational Cooperatives	CER	14
TOTAL		283

AALI/SIM Professional Development Leadership Team:
SIM Professional Developers provide PD and technical assistance to participating district/ school sites. The professional development team is the critical piece that allows districts/ schools to sustain their investment in this intervention through ongoing support to teachers and administrators. In 2003, Arkansas did not have any SIM Professional Developers. At the present time, there are 22 certified professional developers and 22 planning to graduate from the potential professional developers institute in approximately one year.

Title of Participants	Learning Track	Number of Participants
Certified Professional Developers	CER	13
Certified Professional Developers	LS	9
Potential Professional Developers	CER	21
Potential Professional Developers	LS	1
TOTAL		44

AALI Administrator Leadership Development:
An important part of professional development is to offer continual opportunities to engage
the administrative leadership team in AALI Professional Learning Opportunities. The
following dates represent opportunities for administrators to increase successful
implementation of the Strategic Instruction Model methodologies.

November 2010   Leadership Summit

New Literacy Intervention Tool: The SPDG Literacy/Math Coordinator began meeting with the
ADE Coordinator for Professional Development in spring 2011 to discuss the development of a
Literacy Intervention Tool to support implementation of the Common Core State Standards with
students with disabilities and other struggling learners. A work plan was developed and
approved in May, 2011, and project completion is anticipated for Winter 2012.

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 implementation of the Common Core State Standards with students with disabilities and
other struggling learners. The committee met a total of seventeen days between July 1, 2010 and
June 30, 2011 to develop K-12 research-based intervention lessons directly linked to the CCSS.
The intervention lesson content for the "Math Intervention Matrix" will be completed by fall,
2011. The SPDG will then begin working with a web-developer to design an interactive web-
based tool teachers can use to identify and access targeted interventions for students struggling
in mathematics. In addition, professional development (PD) will be written to support this tool's
implementation. The PD will include a segment on using the tool as a resource for teachers when
developing standards-based IEPs. Project completion is anticipated for spring 2012.

The SPDG's Coordinator for Literacy and Mathematics is participating on a state team that
applied, and was selected, to be part of a collaborative effort between the National Center for
Teachers of Mathematics (NCTM) and the Council for Exceptional Children (CEC). The focus
for this national effort is research and professional development materials on Response to
Intervention (RtI) and the teaching and learning of mathematics. The Math Intervention Matrix
project was the foundation for the SPDG proposal. The SPDG Coordinator traveled to
Washington DC in May, 2011 with the State team to participate in the first of two "Teaching
Mathematics to Students within the RtI Process Symposiums." A second meeting has been
scheduled for May, 2012.

Home-Based Literacy: A subcontract with the state's two U.S. Department of Education-funded
parent training centers in the state (the PTI and CPRC) was finalized in January, 2011 giving
them the responsibility to identify and train Parent Mentors in schools and districts across the
state over the course of the next four years. As part of this process, an implementation work plan
was developed with agreed-upon goals, outcomes, activities, and timelines.

The Home-Based Literacy and PBSS/Social Skills parent training guides are the foundation of
the PTI/CPRC training for the next four years. They were developed, field-tested, and used in
trainings during Years 3 through 5 of the first Arkansas SIG/SPDG. SPDG staff trained PTI and
CPRC staff in February, 2011 on these guides so that these staff members could in turn train

Parent Mentors to deliver the same training to parents in targeted schools across Arkansas. The schools were chosen based on their AYP school improvement status as well as performance on special education indicators.

Scientifically-based Professional Development Trainings: During Year 2 (October 1, 2010 – September 30, 2011) of the SPDG, a total of 16 trainings, 13 consultations (generated by the new SPDG Request for Services process), and 248 technical assistance activities were completed by SPDG staff for a total of 277 professional development activities. The trainings included:

Training Area	Number of Participants	Number of PD/Trainings
Closing the Achievement Gap	223	3
Co-Teaching	321	7
Leadership Training	74	2
Reading/Literacy/Math	31	2
PBSS/Behavior	20	1
Parent Involvement	6	1
Total	**675**	**16**

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 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Orton-Gillingham Reading Program Basic/Advanced: 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 2010-11 and had 53 participants.

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. There were 36 participants

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. There were 17 participants.

<u>Working with Students with Asperger Syndrome</u>: This presentation provided critical information on effective programming for students with Asperger Syndrome across the areas of language and communication, social interaction, stereotypic behaviors, motor skills and academic instruction. A wide variety of practical, easy to implement strategies for dealing with challenges in each of these areas was included. Additionally, many specific techniques for preventing disruptive behavior by students with Asperger Syndrome were discussed including methods to: (a) decrease student meltdowns over changes in routine, (b) minimize interruptions during instructional time, (c) prevent arguing behavior, (d) reduce noncompliance with teacher directions, (e) stop inappropriate attention-seeking with peers/adults, and (f) decrease work-refusal.

<u>Data Driven Decision Making/Data Teams:</u> The Center for Applied Studies in Education and the IDEA Data & Research Office at UALR, in partnership with the ADE, sponsored two two-day seminars on Data Driven Decision Making/Data Teams. The two-day seminars were presented by Mr. Steve Ventura of The Leadership and Learning Center of Denver, CO.

The first event was held February 17-18, 2011 with registration reaching capacity of 60. The second seminar was presented May 9-10, 2011, again reaching capacity. Additionally, participants of both seminars were provided an opportunity to become certified trainers for the seminar Data Driven Decision Making/Data Teams by attending a three-day certification course. The certification allows a district employee to conduct the training for their district as many times as needed for the next three years. The IDEA Data & Research staff can conduct the training anywhere in the state. Eight participants from three school districts and five IDEA Data & Research staff became certified.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
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 50-53 of the SPP.

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 2010	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: 6.23%

Definition of Significant Discrepancy and Methodology

An LEA with a comparative percentage point difference greater than 1.36 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 general education 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. Further, there is no minimum "n" for Indicator 4A.

The special education benchmark for suspension/expulsion (s/e) rate is the three-year difference between district rates for general education students as compared to children with disabilities greater than 10 days out-of-school suspension/expulsion. Districts are identified as having a significant difference if special education rates are more than 1.36 percentage points higher than the rate for

general education students. The formula is presented below.

Formula: Suspension/expulsion rate for children with disabilities – Suspension/expulsion rate for general education students = Difference between Special Education & General Education students.

Actual Target Data:

A. In 2009-10, 437 children with disabilities (aged 3-21) had out-of-school suspensions greater than 10 days or were expelled. Through the State's monitoring system, 19 of 275 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 6.91%.

Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
275	19	6.91%

Review of Policies, Procedures, and Practices: For each of the 19 LEAs that the State identified in 2009-10 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 zero finding of noncompliance

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 for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district is accessing any of the ADE-SEU technical assistance consultants. If any questions arise, the districts are contacted for clarification and requests a resubmission if necessary. If a district fails to comply with any requests, 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 a root cause analysis relative to discipline data at the building and classroom level. The M/PE section 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 2010 for 4A:

In 2009-10, the unduplicated count of students suspended or expelled for greater than 10 days declined from 636 to 437; a decrease of 199 SWD, and the number of districts triggering on suspension/expulsion dropped from 22 in 2008-09 to 19 in 2009-10. The State failed to meet the target of 6.23% by 0.68 percentage points. Although this represents slippage, it is an improvement from the previous year.

Factors influencing the rate of suspension and expulsion include data validity, reliability 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.

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.

Correction of FFY 2009 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	**1**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**1**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
Not Applicable

Verification of Correction (either timely or subsequent):
Not Applicable

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Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Response Letter	Response Letter
Pursuant to these requirements, the Secretary is advising the State of available sources of technical assistance related to Indicators 4A and 4B (suspension and expulsion). A list of sources of technical assistance related to the SPP/APR indicators is available by clicking on the "Technical Assistance Related to Determinations" box on the opening page of "The Right IDEA" Web site at: http://therightidea.tadnet.org/technicalassistance. You will be directed to a list of indicators. Click on specific indicators for a list of centers, documents, Web seminars and other sources of relevant technical assistance for that indicator. For the indicators listed above, your State must report with its FFY 2010 APR submission, due February 1, 2012, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The extent to which your State takes advantage of available technical assistance for these indicators may affect the actions OSEP takes under section 616 should your State not be determined to meet requirements next year. We encourage Arkansas to take advantage of available sources of technical assistance in other areas as well, particularly if the State is reporting low compliance data for an indicator.	Pursuant to these requirements, the State is reporting to OSEP that it accessed technical assistance related to Indicators 4A and 4B (suspension and expulsion) from OSEP and DAC. Following the receipt of the States determination letter, Arkansas conferred with its OSEP State Contact to discuss Indicators 4A and 4B. At that time the State was informed of technical assistance available through OSEP and DAC. Arkansas participated in conference calls and on webinars hosted by OSEP and DAC on July 21, 2011, September 19, 2011, October 11, 2011, and November 10, 2011. Additionally, Arkansas attended the OSEP Mega Conference during which staff members attended Session 116**:** *Introduction to the Indicator B4 Technical Assistance Guide for Suspension and Expulsion and a Peek at the National Findings*. The actions taken as the result of technical assistance are described below.
Response Table	Response Table
The State did not provide data based on the required measurement. However, the State provided a plan to collect and report data based on the required measurement beginning with the FFY 2010 APR. The State must provide the required data in the FFY 2010 APR, due February 1, 2012. OSEP looks forward to the State's data demonstrating improvement in performance in the FFY 2010 APR.	Arkansas has corrected the measurement for Indicator 4A. The special education benchmark for suspension/ expulsion (s/e) rate is the three-year difference between district rates for general education students as compared to children with disabilities greater than 10 days out-of-school suspension/expulsion.

Districts are identified as having a significant difference if the percentage point difference between special education and general education is greater than 1.36. The formula is…

Suspension/expulsion rate for children with disabilities – Suspension/ expulsion rate for general education students = Percentage Point Difference |
| The State must report, in its FFY 2010 APR, on the correction of noncompliance that the State identified in FFY 2009 based on FFY 2008 data as a result of the review it conducted pursuant to 34 CFR §300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each LEA with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% | Arkansas re-calculated the data reported in the FFY 2009 APR and found the same districts were identified under the new measurement. The one (1) district previously identified corrected all non-compliance within the one-year timeline.

The State has verified the one (1) findings of non-compliance has been corrected as soon as possible but in no case later than one year from |

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 corrected each individual case of noncompliance, 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 2010 APR, the State must describe the specific actions that were taken to verify the correction.	identification. The ADE-SEU Monitoring/ Program Effectiveness Section (M/PE) verified the correction of noncompliance via desk audits of LEA submitted documentation, and/or on-site visits to the LEA in question. Reviews resulted in the clearance of the noncompliance within the one-year timeline. A review of policy, procedures, and practices was conducted to insure that the specific regulatory requirements were being correctly implemented by the LEA. The review included a self-assessment, on-site visit, and/or desk audit.

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 2010 (using 2009-2010 data)	**0%**

Definition of Significant Discrepancy and Methodology

The measurement for 4B uses a percent difference calculation; the calculation is the difference of a specific race for SWD with suspension/expulsion exceeding 10 days minus the percent of all general education students with suspension/expulsion exceeding 10 days. The following criteria are applied after the percent difference is calculated:

- Special Education Child Count must have more than 40 students
- Special Education Child Count must have more than 10 students in a particular race

Any district identified as having a percentage difference greater than 4 and is not excluded by the criteria above (special education rate for a specific race is more than four (4) percentage points higher than general education rate) in a given year will be required to submit a self-assessment for the review discipline policies, procedures, and practices.

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 2010 (using 2009-2010 data)	275	7	2.55%

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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.

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 2010 (using 2009-2010 data)	275	0	0%

Review of Policies, Procedures, and Practices
Each of the seven (7) LEAs that the State identified in 2009-10 as having a significant discrepancy by Race or Ethnicity completed a self–assessment of policies, procedures, and practices related to discipline and developed targeted improvement activities within their Arkansas Comprehensive School Improvement Plan (ACSIP). The State reviewed LEAs' self-assessments and ACSIPs relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State verified each LEA's self-assessment and ACSIP through desk audits and/or onsite visits to determine whether an LEA was in compliance with Part B requirements. The review of policies, procedures, and practices resulted in zero findings of noncompliance.

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 for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district is accessing any of the ADE-SEU technical assistance consultants. If any questions arise, the districts are contacted for clarification and requests a resubmission if necessary. If a district fails to comply with any requests, 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 a root cause analysis relative to discipline data at the building and classroom level. The M/PE section 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.

<p style="text-align:center">Part B State Annual Performance Report (APR) for FFY 2010</p>

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

Although, more LEAs were identified as having a Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion the review of policies, procedures, and practices resulted in zero findings of noncompliance. Arkansas met the compliance target of 0%.

Correction of FFY 2009 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	**0**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	**0**
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
Not Applicable

Verification of Correction (either timely or subsequent):
Not Applicable

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Letter and Table	State's Response
Response Letter	Response Letter
Pursuant to these requirements, the Secretary is advising the State of available sources of technical assistance related to Indicators 4A and 4B (suspension and expulsion). A list of sources of technical assistance related to the SPP/APR indicators is available by clicking on the "Technical Assistance Related to Determinations" box on the opening page of "The Right IDEA" Web site at: http://therightidea.tadnet.org/technicalassistance. You will be directed to a list of indicators. Click on specific indicators for a list of centers, documents,	Pursuant to these requirements, the State is reporting to OSEP that it accessed technical assistance related to Indicators 4A and 4B (suspension and expulsion) from OSEP and DAC. Following the receipt of the States determination letter, Arkansas conferred with its OSEP State Contact to discuss Indicators 4A and 4B. At that time the State was informed of technical assistance available through OSEP and DAC. Arkansas participated in conference calls and on webinars hosted by OSEP and DAC on July 21, 2011, September 19, 2011, October 11, 2011, and

Web seminars and other sources of relevant technical assistance for that indicator. For the indicators listed above, your State must report with its FFY 2010 APR submission, due February 1, 2012, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The extent to which your State takes advantage of available technical assistance for these indicators may affect the actions OSEP takes under section 616 should your State not be determined to meet requirements next year. We encourage Arkansas to take advantage of available sources of technical assistance in other areas as well, particularly if the State is reporting low compliance data for an indicator.

Response Table

The State did not provide data based on the required measurement. However, the State provided a plan to collect and report data based on the required measurement beginning with the FFY 2010 APR. The State must provide the required data in the FFY 2010 APR, due February 1, 2012.

November 10, 2011. Additionally, Arkansas attended the OSEP Mega Conference during which staff members attended Session 116**:** *Introduction to the Indicator B4 Technical Assistance Guide for Suspension and Expulsion and a Peek at the National Findings*. The actions taken as the result of technical assistance are described below.

Response Table

In response to the technical assistance received and as required to report in the FFY 2010 APR, Arkansas has updated its measurement for Indicator 4B. The measurement for 4B is a percent difference calculation; the calculation is the difference of a specific race for SWD with suspension/expulsion exceeding 10 days minus the percent of all general education students with suspension/expulsion exceeding 10 days. Exclusion criteria are applied after the percent difference is calculated. . Exclusion is possible…

- if a LEA's special education child count is less than or equal to 40 students.
- if a particular race/ethnicity in LEA's special education child count for the race/ethnicity is less than or equal to 10.

Any district identified for having a percentage difference greater than 4 percentage points (special education rate for a specific race is more than four (4) percentage points higher than general education rate) in a given year will be required to submit a self-assessment for the review discipline policies, procedures, and practices.

Targeted Activities for 4A and 4B:
Targeted activities for Indicator 4 are aligned with the State Personnel Development Grant (SPDG), Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT), 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 continued to serve as full members on ADE Specialty Support Teams (SSTs) for schools in Improvement (or "Differentiated Accountability") status during 2010-2011. These Teams were comprised of a School Improvement Advisor, a number of literacy, mathematics, and science specialists, a SPDG staff person, and selected others. Each SST was assigned to one of five regions in the state (most regions consist of a number of Education Service Cooperatives—ESCs), and they were responsible for

working with either the District Leadership or School Leadership Teams (DLTs or SLTs). The work with the DLTs and SLTs was requested by the district, and was provided on a consultative basis.

SPDG staff continued to work 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 Positive Behavioral Support Systems. This professional development will be provided primarily through compressed interactive video (CIV).

PBSS Certification: In the fall of 2010 the SPDG PBSS Coordinator, sent e-mails and other announcements to educators, related services personnel, psychologists, and other mental health professionals across the state inviting them to apply to become involved in the SPDG's new PBSS Facilitators group. It is expected that this group will eventually result in three levels of professional development with on-site consultation and technical assistance expertise, in the areas of (a) Classroom Management for Teachers; (b) School-wide Positive Behavioral Support System implementation; and (c) Strategic and Intensive Behavioral Intervention training and implementation.

One hundred and twenty five professionals applied to become involved in this new statewide PBSS Facilitators group. Administrative support was required to make application; therefore, it is projected that, once trained, PBSS facilitators will be available to provide PBSS professional development, consultation, and technical assistance to ESCs, districts, and schools in their geographic areas. Formal training with this group began with a two-day training session in Little Rock on March 1-2, 2011. A second training occurred on May 2-3, 2011.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.
- Request for services will automatically generate a confirmation that the request has been received.
- Service requests warranting the involvement of state consultant resources will generate a service referral to the appropriate CIRCUIT Unit.
- Request for services will result in a follow-up telephone call or email from a CIRCUIT resource within 2 weeks. Depending on the results for the follow up, additional information may be required.

A breakdown of CIRCUIT referrals for the 2010-11 school year is presented below.

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Consulting Group	CIRCUIT Referrals	Consulting Group	CIRCUIT Referrals
Arkansas Transition Services	7	Behavioral Intervention Consultants	258
Children and Youth with Sensory Impairments	4	Educational Audiology Resources Services (EARS)	12
Easter Seals Arkansas Outreach Program	205	Educational Services for the Visually Impaired	203
Post-school Outcome Interventions for Special Education	28	TBI Consultant	6
Arkansas Technology & Curriculum Access Center	15	**Total**	**738**

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

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 were 35 participants.

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. There were 23 participants.

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 42 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.

Fostering Relationships in Early Network Development: Fostering Relationships in Early Network Development (FRIEND) Program DVD, for elementary students, is another tool in raising ASD awareness and teaching students strategies for how to be a friend and provide support to a classmate with an ASD. There were 20 participants.

Restraint & Seclusion: This professional development session focused on the legalities of restraint and seclusion, the problems arising from those actions over the past few years, pending legislation, potential issues for schools, and policies and procedures that schools might establish as related to restraint and seclusion. Work time was allotted throughout the day to discuss and draft potential policies/procedures. There were 104 participants.

<u>A Classroom that Works</u>: This two-day professional development session included principles and practices of applied behavior analysis. Day I introduced participants to research based methods of instruction and classroom management to: (a) appropriately communicate with students to shape behavior, (b) improve on-task learning, (c) utilize principles of reinforcement, and (d) create an environment conducive to learning. Specific techniques and data collection procedures used in Applied Behavior Analysis were also discussed and modeled. On Day II participants examined their own behavior with a focus on utilizing self-management skills to help increase productivity and healthy habits. The discussion and activities included setting healthy boundaries, appropriately communicating with parents and colleagues, time management procedures, and prevention of fatigue and burnout. There were 265 participants.

<u>Working with Students with Asperger Syndrome</u>: This presentation provided critical information on effective programming for students with Asperger Syndrome across the areas of language and communication, social interaction, stereotypic behaviors, motor skills and academic instruction. A wide variety of practical, easy to implement strategies for dealing with challenges in each of these areas was included. Additionally, many specific techniques for preventing disruptive behavior by students with Asperger Syndrome were discussed including methods to: (a) decrease student meltdowns over changes in routine, (b) minimize interruptions during instructional time, (c) prevent arguing behavior, (d) reduce noncompliance with teacher directions, (e) stop inappropriate attention-seeking with peers/adults, and (f) decrease work-refusal.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2010:
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 page 70 in the SPP.

Monitoring Priority: FAPE in the LRE

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

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day;

C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

| FFY	Measurable and Rigorous Target
FFY 2010	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: 59.77% 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% 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%

Actual Target Data for FFY 2010:

A. 53.87% 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
27,928	51,847	53.87%

B. 12.42% 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
6,438	51,847	12.42%

C. 2.80% 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
1,450	51,847	2.80%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

Regular Classroom 80% or More of the Day
In 2010-11, 53.87% of children with IEPs were served in the regular classroom 80% or more of the day; thus, falling short of the proposed target of 59.77% by 5.90 percentage points as seen in Exhibit I-5.1. The percentage of children with IEPs served in the regular classroom 80% or more of the day continues to increase, but not at the rate seen in the early years of the APR. Since 2004-05, the actual target data has increased 21.33%.

Exhibit I-5.1: Special Education Least Restrictive Environment Rates
A Six Year Comparison
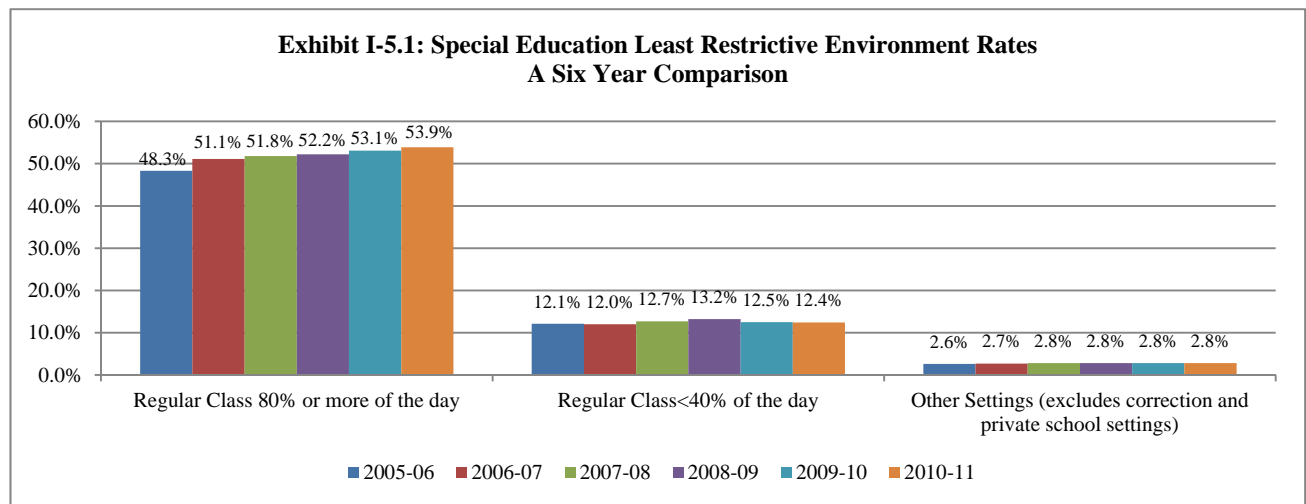
Although Arkansas did not meet the proposed target, there was a gain in the percentage of students receiving services in the regular classroom 80% or more of the day in spite of a small decrease in child count. The increase of children with IEPs receiving services in the regular class can, in part, be 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 and how to address block scheduling. The ADE-SEU anticipates that the rate will continue to increase slightly.

Regular Classroom <40% of the Day
The percentage of children with IEPs who were in the regular class less than 40% of the day declined to a rate of 12.42%; a decrease of 0.07 percentage point from 2009-10. This is the second year in a row in which a slight decrease is recorded. Although the rate fell in 2010-11 and 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. The predominate factors identified were:
1. Districts are fully embracing early intervening and/or response to instruction strategies, especially at the lower grade levels (K-5). The use of these strategies has resulted in the referral and placement of students who have the greatest need for more intensive special education and related services that cannot always be provided effectively in the regular education setting.

2. The redesign of the delivery of secondary instruction necessitates the offering of an array of core special education courses to support some students with disabilities in meeting the high curricular standards. Additionally, 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 decreased to 2.80%. Although the rate has held steady around 2.8% for the past four years it still reflects a 9.30% increase from 2004-05 when the rate was 2.6%. 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 Commissioner of the Arkansas Department of Education serves on the Children's Behavioral Health Care Commission. In addition, a representative of the ADE-SEU and the Director of the Medicaid in the Schools office 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:
  • Ongoing professional development that ensures general classroom teachers have the skills

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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 2010-11 there were 459.71 teachers in 108 districts engaged in co-teaching in the K-12 classroom, an increase of 45.93 teachers (FTE) and 15 districts from 2009-10.

During 2010-11, 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 2010-11 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
    o A three (3) part webinar series for co-teaching partnerships on differentiating instruction in the co-taught classroom
    o A two (2) part webinars series for building leadership teams on implementation issues
    o Two (2) one-half day on-site co-teaching coaching visits
    o One (1) day "hands on" co-teaching partnership follow-up sessions
- Implementation evaluation support including pre/post data compilation and reporting:
    o Needs Assessment/Action Planning Checklist Survey – measures building/system support for implementation
    o Colorado Assessment of Co-Teaching Survey – measures changes in instructional practices in a co-taught classroom and development of collaborative relationships between co-teachers
    o Final grades of students with and without disabilities in co-taught classrooms
    o 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

Twenty-eight (28) schools participated in the 2010-11 comprehensive package.

ACTIVITY	NUMBER OF PARTICIPANTS
Phase I: Co-Teaching Foundational Sessions	147
Phase II: Building Leadership Team Sessions	56
Phase III: "Hands On" Co-Teaching Partners Follow-Up Sessions	107
Phase III: Webinars	28 teams attended 5 webinars

The AR 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, 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 by including academic coaches, curriculum coordinators, counselors, special education supervisors, etc. As part of their implementation planning, the AR 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 about changes that have or have not occurred in system support for the co-teaching model, instruction, and collaborative relationships between co-teachers.

Evaluation Results

All 7 (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 4.43**.** Pre and post findings for the *Needs Assessment* indicate progress across schools for co-teaching implementation. The 2010-11 cohort included schools new to co-teaching and schools continuing their professional development. Results for both the new schools' fall 2010 and continuing schools' spring 2011 administration of the *Action Planning Checklist* (APC) suggested most Building Leadership Teams (BLT) had addressed some of the basics of co-teaching planning. A comparison of the results between the fall 2010 and spring 2011 administrations reveals that beginning schools building leadership teams had, to some extent, addressed 83% of the *APC* items. Continuing schools had, to some extent, addressed 90% of the APC items.

There was an increase in the mean for 41 out of 42 *Colorado Assessment of Co-Teaching (Co-ACT)* survey items between the fall 2010 and spring 2011 administrations. For spring 2011, the mean total score for Factor 1- Personal Prerequisites, Factor 2 – Professional Relationship, and Factor 3 – Classroom Dynamics revealed the average co-teaching partnership scores were only 3.39 points shy of reaching the level of exemplary. This indicates most teams made measureable progress since fall 2010. An independent-samples T-test was conducted to determine if there was a significant difference between Factors 1, 2, 3 total scores for fall 2010 and spring 2011. There was a significant difference between fall 2010 respondents (98) total scores (M = 154.33, SD = 23.97) and spring 2011 respondents (100) total scores (M = 165.69, SD =21.36), t (196) = -3.524, p = .001. These results indicate that, overall, significant progress was made between the pre- and post-administrations of the Co-ACT.

The percent of all students (with and without disabilities combined) 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. Data for 102 co-taught classes which includes classroom grades for 2,142 students (685 students with disabilities and 1,457 students without disabilities) are represented. 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 23%; mean percent B's was 31%; mean percent C's was 29%; mean percent D's was 13%; and mean percent F's was 4%.

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, though

less so for students with disabilities. Mean GPA for all students (with and without disabilities combined) equals 2.56 which is close to a C+ average, whereas mean GPA for students with disabilities equals 2.19 which is closer to a C average. Mean GPA for students without disabilities equals 2.71 which is closer to a B average. However only 37% of students with disabilities earned A's or B's as compared to a mean percent of 60% of students without disabilities. Further, there was a large difference in the mean percent of students with disabilities earning A's (10%) in comparison to the mean percent of students without disabilities earning A's (23%). On the lower end of the grading scale, a mean of 19% of students with disabilities earned D's and a mean of 5% earned F's in comparison to a mean of 11% of students without disabilities earning D's and 3% earning F's. While results reveal, across grade levels, students without disabilities are outperforming students with disabilities, the fact that the majority (mean = 77%) of students with disabilities earned a C or better in co-taught classes suggests that a large number of students with disabilities are succeeding in co-taught classrooms.

In addition to providing a comprehensive professional development package, the AR Co-Teaching Project has continued to work collaboratively with the ADE Professional Development Unit focusing on improving outcomes in literacy, math, science, and social studies. Members of the Project's team worked with other ADE state specialists to provide technical assistance to district leadership teams to assist them in improving their special education subpopulation scores and other trigger areas including LRE. In a collaborative venture with the AR State Personnel Development Grant (SPDG), the Project offered a statewide co-teaching implementation planning webinar to interested districts, and participants from 67 sites attended. Other resources provided included a Co-Teaching Classroom Walk Through (CWT) survey through TeachScape, access to a library of co-teaching DVDs, a website providing useful resources, a WIKI devoted to tools for co-teachers, and email/telephone technical assistance. In addition, Project staff offered informational presentations at the ADE Special Show and the ARCEC conferences and when possible, on-demand onsite presentations at district sites.

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 continued to serve as full members on ADE Specialty Support Teams (SSTs) for schools in Improvement (or "Differentiated Accountability") status during 2010-2011. These Teams were comprised of a School Improvement Advisor, a number of literacy, mathematics, and science specialists, a SPDG staff person, and selected others. Each SST was assigned to one of five regions in the state (most regions consist of a number of Education Service Cooperatives—ESCs), and they were responsible for working with either the District Leadership or School Leadership Teams (DLTs or SLTs). The work with the DLTs and SLTs was requested by the district, and was provided on a consultative basis.

The SPDG Literacy Coordinator served on the ADE State Literacy Team to develop a State Literacy Plan that was completed in February, 2011.

SPDG staff continued to work 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 Positive Behavioral Support Systems. This professional

development was provided primarily through compressed interactive video (CIV). Schools in Years 3-6 of School Improvement were encouraged to use Strategic Instruction Model (SIM) Content Enhancement Routines as a core academic intervention to support students with disabilities and other struggling learners in the regular classroom.

Arkansas Adolescent Literacy Intervention Project: The Arkansas Adolescent Literacy Intervention (AALI), based on the Strategic Instruction Model from the University of Kansas Center for Research on Learning, has become an integral part of educational reform in Arkansas for several years. The primary goal of the Arkansas Adolescent Literacy Intervention (AALI) is to increase capacity within the state of Arkansas to improve academic outcomes for students at risk for school failure by ensuring access to high quality, research-based, strategy instruction. This is achieved by providing high-quality, research-based professional development to general and special education teachers who work with adolescents with learning problems. There are two general strategies designed to achieve the primary goal; a) to build teacher capacity for demonstrating mastery in the application of the Strategic Instruction Model methodologies, and b) to increase sustainability and scalability of the high quality, research-based, strategy instruction used by the participating district teaching teams. There were 63 AALI professional development and technical assistance opportunities during the 2010-11 school year.

AALI Learning Tracks:
The AALI uses the Strategic Instruction Model (SIM), which is comprised of a variety of Content Enhancement Routines and Learning Strategies. The routines and learning strategies are described as follows:

CER (Content Enhancement Routines) – Content Enhancement Routines are used by teachers to teach curriculum content to academically diverse classes in ways that all students can understand and remember key information. Content Enhancement is an instructional method that relies on using powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner. Teachers identify content that they deem to be most critical and teach it using a powerfully designed teaching routine that actively engages students with the content.

LS (Learning Strategies) – Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

AALI Participants:
During the initial phases of the intervention, a handful of districts chose to participate. The following school districts and groups of state content specialists (math, science, and literacy) are currently involved in the Arkansas Adolescent Literacy Intervention. The teachers and instructional specialists have participated in developing the necessary skills to effectively implement the Content Enhancement Routines (CER) and Learning Strategies (LS) that comprise the Strategic Instruction Model (SIM).

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Statewide School Participation	Learning Track	Number of Participants Per School
Bentonville HS	CER	4
Carl Stuart MS-Conway	CER	4
Harrisburg MS	LS/CER	21
Lincoln	LS	6
Magnolia	LS	4
Batesville Southside	CER/LS	16
Fayetteville	CER	12
Forrest City	LS	37
White County Central	CER	25
ADE Specialists	CER	70
Dequeen	LS	2
Harmony Grove MS	LS	2
Ledbetter Elem	LS	2
North Little Rock HS	LS	2
McGhee	LS	3
Beebe JH	LS	4
Bryant	LS	2
Paragould	LS	3
Oscar Hamilton MS	LS	1
Camden Fairview MS	LS	4
Drew Central	LS	4
Benton	LS	2
Valley View	LS	2
NC Educational Cooperative-Instructional Facilitators	CER	17
NW Educational Cooperative-Vocational	CER	20
GT Specialists from 14 Arkansas Educational Cooperatives	CER	14
TOTAL		283

AALI/SIM Professional Development Leadership Team:
SIM Professional Developers provide PD and technical assistance to participating district/
school sites. The professional development team is the critical piece that allows districts/
schools to sustain their investment in this intervention through ongoing support to teachers and
administrators. In 2003, Arkansas did not have any SIM Professional Developers. At the
present time, there are 22 certified professional developers and 22 planning to graduate from the
potential professional developers institute in approximately one year.

Title of Participants	Learning Track	Number of Participants
Certified Professional Developers	CER	13
Certified Professional Developers	LS	9
Potential Professional Developers	CER	21
Potential Professional Developers	LS	1
TOTAL		44

AALI Administrator Leadership Development:
An important part of professional development is to offer continual opportunities to engage the administrative leadership team in AALI Professional Learning Opportunities. The following dates represent opportunities for administrators to increase successful implementation of the Strategic Instruction Model methodologies.

November 2010   Leadership Summit

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

A Classroom that Works: This two-day professional development session included principles and practices of applied behavior analysis. Day I introduced participants to research based methods of instruction and classroom management to: (a) appropriately communicate with students to shape behavior, (b) improve on-task learning, (c) utilize principles of reinforcement, and (d) create an environment conducive to learning. Specific techniques and data collection procedures used in Applied Behavior Analysis were also discussed and modeled. On Day II participants examined their own behavior with a focus on utilizing self-management skills to help increase productivity and healthy habits. The discussion and activities included setting healthy boundaries, appropriately communicating with parents and colleagues, time management procedures, and prevention of fatigue and burnout. There were 265 participants.

Autism and LRE: For students with autism, the issue of providing special education services in the LRE can be particularly challenging. This session provided an overview of the LRE mandate and current LRE legal standards enunciated by the courts. Information was presented on emerging trends in recent case law concerning inclusion of students with autism. Cases which were upheld in support of more restrictive settings for students with autism were part of the discussion. In addition, practical guidance was provided for participants to take back to their districts to assist IEP teams in making defensible LRE determinations for students with autism. There were 128 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
There were no revisions to the proposed targets for FFY 2010. 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 2010 were updated in the SPP to reflect activities undertaken across the State. See pages 80-82 in the SPP.

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 2010	States are not required to report on Indicator 6 in the FFY 2009 APR

Actual Target Data for FFY 2010:
Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

This indicator is not currently being reported.

Targeted Activities:
The targeted activities associated with Indicator 6 involve interagency collaborations, the ADE-SEU 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 continued to implement the Memorandum of Understanding (MOU).
- General Supervision guidelines were implemented by the ADE-SEU concerning the over-sight 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 fully implemented, utilizing the new monitoring protocol, in the 2010-11 school year. The ADE-SEU 619 coordinator assisted in training and participated with the DHS-DDS/Children Services Staff on the monitoring of these programs.

Monitoring: ADE-SEU continued to monitor early childhood programs on a four-year cycle.

Expanding Opportunities Grant: The Inclusion Training Team which includes the Department of Human Services' Division of Child Care and Early Childhood Education and Division of Developmental Disability Services (DHS-DDS) Children Services Section and the Arkansas Department of Education's Special Education Unit wrote for an "Expanding Opportunities" technical assistance grant through the National Early Childhood Technical Assistance Center (NECTAC).

Due Process Technical Assistance: Due process technical assistance was provided to Early Childhood programs throughout the year.

Special Quest Training: The 619 Coordinator served as a team member of the Special Quest Training.

Regional Inclusion Professional Development: The ADE-SEU in collaboration with the Division of Child Care and Early Childhood Education and Department of Human Services/Division of Developmental Disability Services (DHS-DDS) Children Services Section, the lead agency for Part C, hosted 13 regional professional development opportunities during the 2010-11 school year. Participants included Part C and Part B providers. The topics included:
- Part C programs services
- 3-5 Early Childhood special Education Part B services
- How the Americans with Disabilities Act (ADA) applies to preschool programs
- Proposed minimum licensure requirements for all licensed day care programs that work with and refer children with disabilities to the appropriate lead agency

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.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Autism Diagnostic Observation System (ADOS): AR-LEARN hosted 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. There were 51 participants.

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. There were 35 participants.

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. There were 23 participants.

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. There were 29 participants.

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 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. There were 42 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
No revisions were made to the proposed targets. Updates have been made to the improvement activities in the SPP. See pages 89-90.

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.
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

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

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

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

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

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

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

Outcome C: Use of appropriate behaviors to meet their needs

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

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

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

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

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FFY	Measurable and Rigorous Target	
FFY 2010	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.	90.50%
	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.	69.50%
	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.	90.50%
	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.	60.50%
	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.	92.50%
	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.	78.50%

Actual Data for FFY 2010:

In 2010-11, 5,144 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 141 children from 2009-10.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	**110**	**2.14%**
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**273**	**5.31%**
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	**1,336**	**25.97%**
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	**1,966**	**38.22%**
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	**1,459**	**28.36%**
Total	**N= 5,144**	**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 2010

	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	90	1.75%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	339	6.59%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,761	34.23%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,238	43.51%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	716	13.92%
Total	N= 5,144	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	75	1.46%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	232	4.51%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	892	17.34%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,146	41.72%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,799	34.97%
Total	N= 5,144	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.	89.61%
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.	66.58%
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.	90.31%
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.	57.43%
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.	90.82%
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.	76.69%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Summary of Progress Data

Positive social-emotional skills (including social relationships)

There were 5,114 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 89.61% 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 2009 year of 89.68%, and it falls short of the 90.50% target by 0.89 percentage points.

Of the 5,114 children with entry and exit assessment data, 66.58% of children were functioning within age level by the time they turned six or exited the program. This represents a slippage for a second year from the FFY 2008 baseline of 68.61%; therefore, failing to meet the target of 69.50%.

Overall, 66.58% reached or maintained functioning at a level comparable to same-age peers. Additionally, 25.97% of children improved functioning nearer to same-age peers, an increase of 0.17 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers declined to 5.31%, and children who did not improve functioning rose 1.43% in 2009-10 to 2.14% in 2010/11.

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

There were 5,114 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 90.31% 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%, but a decrease of 1.03 percentage points from the FFY 2009. This represents a slippage from the FFY 2009 and a failure to meet the target of 90.50% by 0.19 percentage points.

Of the 5,114 children with entry and exit assessment data, 57.43% of children were functioning within age level by the time they turned six or exited the program. This represents a slippage from the FFY 2009 rate of 57.67% and a failure to meet the target of 60.50%.

Overall, 57.67% reached or maintained functioning at a level comparable to same-age peers. Additionally, 34.23% of children improved functioning nearer to same-age peers, a decrease of 0.62 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers rose slightly to 6.59% from 6.35%, and children who did not improve functioning increased to 1.75% from 1.13% in 2009-10.

Use of appropriate behaviors to meet their needs

There were 5,114 children with entry and exit assessment data. Of those that entered the preschool program functioning below level of same-aged peers, 90.82% 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 2009 rate of 90.32%, but falls short of the 92.50% target by 1.68 percentage points.

Of the 5,114 children with entry and exit assessment data, 76.69% of children were functioning within age level by the time they turned six or exited the program. This also represents a slight increase from the FFY 2009 rate of 76.23%.

Overall, 76.69% reached or maintained functioning at a level comparable to same-age peers. Additionally, 17.34% of children improved functioning nearer to same-age peers, a decrease of 0.11 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers decreased to 4.51% from 5.03%, and children who did not improve functioning increased to 1.46% from 1.41% in 2009-10.

The data reveals that children made the most gains in use of appropriate behaviors to meet their needs, followed by positive social-emotional skills (including social relationships). The least amount of progress was demonstrated in the 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.

Early Childhood Outcomes Training: The M/PE staff conducted individualized training for Early Childhood programs throughout the year on the Administration of the ECO 7 point scale.

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 the 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.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on data use for both school age programs and early childhood programs. The IDEA Data & Research staff worked with early childhood programs to analyze early childhood outcomes data across demographics including disabilities and environment. In addition, a preliminary look at the early childhood outcomes data matched to the kindergarten ready assessment (QUALS) was reviewed.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Autism Diagnostic Observation System (ADOS): AR-LEARN hosted 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. There were 51 participants.

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. There were 35 participants.

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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. There were 29 participants.

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 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. There were 42 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
Targets have been established in the SPP and improvement activities were updated to reflect activities across the State. See pages 107-108.

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 2010	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. • Early Childhood: 88.00% • School Age: 96.00%

Actual Target Data for FFY 2010:

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	2,876	3,179	90.47%
School Age	16,922	17,803	95.05%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

Early Childhood

Local education agencies and DHS-DDS sub-grantees with early childhood programs conducted family outcome surveys for the 2010-11 school year. Overall, 3,179 surveys were collected, three times the amount collected in 2009-10. Of those surveys, 2,876 respondents, or 90.47%, reported the school facilitated parent involvement as a means for improving services and results for children with disabilities; thus, exceeding the target rate of 88.00% by 2.47 percentage points. This is a significant progress from previous year for both response and performance rates.

School Age

Local education agencies with special education school age programs conducted family outcome surveys for the 2010-11 school year. Overall, 17,803 surveys were collected, a response rate

increase of more than 8,000 surveys. Of those surveys, 16, 922 respondents or 95.05% reported the school facilitated parent involvement as a means for improving services and results for children with disabilities.

In 2010-11 LEAs made the effort to insure that they submitted completed surveys in a timely manner. As a result there was a significant improvement from the previous year for both early childhood and school age response and performance rates. After the significant decrease in 2009-10, the SEU-ADE took steps to ensure that LEAs were offering parents the opportunity to participate; including SEA monitors reviewing student folders for documentation that the opportunity was extended. Each Spring the IDEA Data & Research Office in its monthly newsletter reminds LEAs that they are required to (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.

Representativeness of Respondents
The number of responding parents/guardians increased in 2010-11 for both early childhood and school age. Although there is an increased response rate many racial/ethnic groups and disabilities remain under-represented when survey respondents are compared to December 1, 2010 child count. Part of the under-representation is associated with race/ethnic group and/or disability category not being indicated on the surveys.

As evident in Table I-8.1, families of children with disabilities (CWD) ages 3-21, who responded to the survey, is not representative of the December 1 child count for 2010-11. Families of CWD in early childhood programs are under-represented in three racial groups and over-represented in three racial groups as well as the ethnic group Hispanic. Additionally, families of CWD in school age programs are under-represented in all racial and ethnic groups.

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	-30.57	-25.71	1.94	240.08	31.91	222.48	-5.01
School Age	-28.15	-32.76	-36.56	-28.42	-52.81	-40.23	-0.95

These findings will result in additional training on the family surveys in the second half of 2011-12 with an emphasis on completing the race and disability portion of the survey. The M/PE section will continue to verify that LEAs are offering families the opportunity to participate in the survey. If the LEA (1) has failed to offer parents the opportunity to participate in the survey annually or (2) had a zero response rate in the most recent survey year, the LEA will have to develop and implement strategies and activities to improve family participation and representation which must be reflected in the LEA's ACSIP or deficiency plan.

Early Childhood
The 2010-11 representativeness by race and disability reflects a marked improvement, however;

most categories are still under-represented. The relative difference of child count demographics to early childhood respondents shows a significant improvement from the 2009-10 slippages. These results indicate a need for continual training on the preparation, collection, and submission of the family surveys. 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%	4.32%	4.32%	0.00%	0.03%	0.03%	0.00%	2.95%	2.95%	0.00%	0.72%	0.72%
Autism	0.00%	0.00%	0.00%	0.03%	0.03%	0.00%	0.17%	0.19%	0.02%	0.10%	0.16%	0.06%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%
Hearing Impaired	0.00%	1.32%	1.32%	0.01%	0.09%	0.08%	0.04%	11.16%	11.12%	0.04%	3.42%	3.38%
Multiple Disabilities	0.00%	0.06%	0.06%	0.01%	0.00%	-0.01%	0.26%	0.16%	-0.10%	0.05%	1.25%	1.21%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	-0.09%	0.02%	0.03%	0.01%
Orthopedic Impaired	0.00%	0.25%	0.25%	0.00%	0.25%	0.25%	0.03%	3.07%	3.04%	0.00%	0.75%	0.75%
Developmental Delay	0.00%	0.09%	0.09%	0.47%	0.09%	-0.37%	24.47%	4.32%	-20.15%	7.30%	2.23%	-5.07%
Speech Impaired	0.00%	0.00%	0.00%	0.20%	0.00%	-0.20%	4.61%	0.22%	-4.39%	1.11%	0.22%	-0.89%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%
Vision Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.03%	0.00%	-0.03%	0.03%	0.00%	-0.03%
Total*	0.00%	1.72%	1.72%	0.72%	0.47%	**-0.25%**	29.70%	19.12%	**-10.58%**	8.64%	8.09%	**-0.55%**

	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%	0.25%	0.25%	0.00%	0.00%	0.00%	0.00%	0.28%	0.28%	0.00%	3.17%	3.17%
Autism	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.03%	0.25%	0.22%	0.85%	1.16%	0.31%
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%	0.31%	0.31%	0.01%	0.00%	-0.01%	0.00%	2.66%	2.66%	0.22%	18.36%	18.15%
Multiple Disabilities	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%	0.13%	0.65%	0.34%	-0.30%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.41%	0.41%	0.00%
Orthopedic Impaired	0.00%	0.28%	0.28%	0.00%	0.00%	0.00%	0.00%	2.07%	2.07%	0.18%	13.88%	13.70%
Developmental Delay	0.22%	0.13%	-0.09%	0.08%	0.09%	0.02%	1.06%	0.09%	-0.97%	39.79%	14.07%	-25.72%
Speech Impaired	0.08%	0.06%	-0.01%	0.01%	0.03%	0.02%	0.61%	0.06%	-0.55%	16.69%	4.45%	-12.24%
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%	0.01%	0.00%	-0.01%	0.04%	0.03%	-0.01%
Total*	0.30%	0.78%	**0.48%**	0.10%	0.13%	**0.03%**	1.72%	5.26%	**3.54%**	58.82%	52.71%	**-6.11%**

Code CC – December 1 count; SR – Survey Respondents; D – Difference (SR-CC) :   *Total excludes not reported

School Age

While school age respondents tend to be more under-represented than early childhood, there is marked improvement. The relative difference of child count demographics to school age respondents shows a significant improvement in the representativeness of all disability categories. These results indicate a continual need for training on the preparation, collection, and submission of the family surveys. A breakdown of school age demographics for child count and survey respondents is presented in Exhibit I-8.3.

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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%	5.74%	5.74%	0.00%	0.03%	0.03%	0.00%	1.62%	1.62%	0.00%	0.66%	0.66%
Autism	0.00%	0.32%	0.32%	0.09%	0.07%	-0.02%	0.69%	0.56%	-0.13%	0.29%	0.22%	-0.07%
Deaf/Blind	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%	0.02%	0.01%	0.00%	0.01%	0.00%
Emotional Disturbance	0.00%	0.08%	0.08%	0.01%	0.00%	-0.01%	0.27%	0.12%	-0.15%	0.06%	0.02%	-0.04%
Hearing Impaired	0.00%	0.08%	0.08%	0.01%	0.03%	0.01%	0.20%	0.11%	-0.09%	0.13%	0.09%	-0.04%
Multiple Disabilities	0.00%	0.15%	0.15%	0.03%	0.02%	0.00%	0.65%	0.56%	-0.09%	0.20%	0.16%	-0.04%
Mental Retardation	0.00%	0.78%	0.78%	0.04%	0.03%	-0.02%	4.28%	2.77%	-1.51%	0.75%	0.42%	-0.33%
Other Health Impairment	0.00%	1.11%	1.11%	0.05%	0.03%	-0.02%	3.39%	1.80%	-1.59%	0.52%	0.28%	-0.24%
Orthopedic Impaired	0.00%	0.03%	0.03%	0.01%	0.01%	0.00%	0.06%	0.03%	-0.03%	0.02%	0.01%	-0.01%
Speech Impaired	0.00%	1.45%	1.45%	0.28%	0.15%	-0.13%	5.47%	2.89%	-2.58%	2.53%	1.13%	-1.40%
Specific Learning Disability	0.00%	2.65%	2.65%	0.12%	0.10%	-0.02%	9.21%	5.78%	-3.43%	3.04%	1.77%	-1.26%
Traumatic Brain Injury	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.07%	0.05%	-0.02%	0.01%	0.01%	0.00%
Vision Impaired	0.00%	0.03%	0.03%	0.01%	0.00%	-0.01%	0.11%	0.11%	0.00%	0.03%	0.02%	0.00%
Total*	0.00%	6.70%	**6.70%**	0.65%	0.44%	**-0.22%**	24.41%	14.79%	-9.62%	7.59%	4.16%	**-3.43%**
	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%	0.06%	0.06%	0.00%	0.02%	0.02%	0.00%	0.10%	0.10%	0.00%	4.16%	4.16%
Autism	0.03%	0.06%	0.02%	0.01%	0.01%	0.00%	0.07%	0.05%	-0.02%	3.85%	4.02%	0.17%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.01%	0.01%	0.01%	0.05%	0.04%
Emotional Disturbance	0.02%	0.01%	-0.01%	0.00%	0.00%	0.00%	0.03%	0.01%	-0.03%	1.02%	0.63%	-0.39%
Hearing Impaired	0.01%	0.00%	-0.01%	0.02%	0.01%	-0.01%	0.01%	0.01%	0.00%	0.63%	0.53%	-0.10%
Multiple Disabilities	0.01%	0.01%	0.00%	0.00%	0.01%	0.00%	0.02%	0.03%	0.01%	1.68%	1.92%	0.24%
Mental Retardation	0.06%	0.03%	-0.03%	0.04%	0.02%	-0.02%	0.08%	0.06%	-0.03%	5.73%	5.26%	-0.46%
Other Health Impairment	0.12%	0.07%	-0.05%	0.02%	0.01%	-0.01%	0.22%	0.11%	-0.12%	11.33%	9.45%	-1.88%
Orthopedic Impaired	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.27%	0.23%	-0.04%
Speech Impaired	0.19%	0.08%	-0.11%	0.07%	0.01%	-0.07%	0.46%	0.17%	-0.29%	17.98%	15.65%	-2.33%
Specific Learning Disability	0.29%	0.22%	-0.07%	0.11%	0.04%	-0.07%	0.38%	0.21%	-0.17%	22.12%	21.99%	-0.13%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.19%	0.25%	0.06%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.25%	0.30%	0.05%
Total*	0.74%	0.47%	**-0.27%**	0.27%	0.11%	**-0.17%**	1.28%	0.66%	**-0.62%**	65.05%	60.28%	**-4.78%**

Code CC – December 1 count; SR – Survey Respondents; D – Difference (SR-CC) :   *Total excludes not reported

Targeted Activities:

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

Home-Based Literacy: A subcontract with the state's two U.S. Department of Education-funded parent training centers in the state (the PTI and CPRC) was finalized in January, 2011 giving them the responsibility to identify and train Parent Mentors in schools and districts across the state over the course of the next four years. As part of this process, an implementation work plan was developed with agreed-upon goals, outcomes, activities, and timelines.

The Home-Based Literacy and PBSS/Social Skills parent training guides are the foundation of the PTI/CPRC training for the next four years. They were developed, field-tested, and used in trainings during Years 3 through 5 of the first Arkansas SIG/SPDG. SPDG staff trained PTI and CPRC staff in February, 2011 on these guides so that these staff members could in turn train Parent Mentors to deliver the same training to parents in targeted schools across Arkansas. The schools were chosen based on their AYP school improvement status as well as performance on special education indicators.

Survey 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 2011 newsletter to the family survey protocol. LEAs were reminded of their responsibilities in the collection and submitting of data, including deadlines, during web conferences held in August, November, and May.

Family Outcomes Report: The Arkansas IDEA Data & Research Office, in cooperation with the M/PE Section, analyzed the family survey results from 2010-11 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) who are uncomfortable with using 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. If the LEA (1) failed to offer parents the opportunity to participate in the survey or (2) had a zero response rate, the LEA was required to develop and implement strategies and activities to improve family participation and representation which were included in the LEA's ACSIP or deficiency plan.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

AR-LEARN Workshops: Many workshops offered by AR-LEARN were open to parents and parent liaison participants. These workshops included: *Using the VB-MAPP to Guide an Intervention Program for children with Autism* and *Feeding Issues*.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2010:**

No changes were made to the proposed targets. Revisions to improvement activities, timelines, and
resources for FFY 2010 were updated in the SPP to reflect activities undertaken across the State.
See pages 116-117 in the SPP.

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 2010, 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 2010 reporting period, i.e., after June 30, 2011. If inappropriate identification is identified, report on corrective actions taken.

Disproportionality/Over- and Under-Representation

Identification –All Disabilities

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.

To identify disproportionate race/ethnic representation, Arkansas uses Westat's Risk Ratio application. However, the State has applied its own criteria in applying the risk ratio.

Over- and Under-Representation

A risk ratio methodology was used to determine if a district has disproportionate representation. District enrollment and special education child count data were examined and adjusted according to the following criteria.

1. Using the December 1 child count for the selected year, students were identified if they were receiving services in a private residential treatment program. These students were removed from the special education child count numbers and the district October 1 enrollment numbers for the selected year. The reason for excluding students in private

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

2. After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, weighted risk ratios were generated. Both risk ratios and weighted risk ratios are examined and the lowest value is selected as the districts risk for a particular race.

3. Some risk ratios are considered invalid if (1) the district enrollment of a racial/ethnic group is less than 5% or more than 95% of the district's enrollment or (2) the number of students in the district's child count is equal or less than 40.

Once adjusted under the above criteria, Disproportionate Representation is defined as a district that has risk ratios greater than 4.00 and less than the inverse 0.25 for over-representation and under-representation, respectively.

In 2010-11, 18 districts with an "N" size less than 40 were excluded from being identified for this indicator. Additionally, numerous districts were excluded using the 5% or 95% criteria for specific racial or ethnic categories. Zero districts were excluded from all categories. Exhibit I-9.1 provides the count of districts excluded per racial/ethnic category.

Exhibit I-9.1 **Number of LEAs Excluded Based on the 5% and 95% of Enrollment Criteria**													
American Indian/ Alaskan Native		**Asian**		**Black**		**Hispanic**		**Native Hawaiian/ Pacific Islander**		**White**		**Two or More**	
<5%	**>95%**	**<5%**	**>95%**	**<5%**	**>95%**	**<5%**	**>95%**	**<5%**	**>95%**	**<5%**	**>95%**	**<5%**	**>95%**
252	0	249	0	143	2	184	0	249	0	8	48	241	0

FFY	**Measurable and Rigorous Target**
FFY 2010	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 2010:	

Actual Target Data for FFY 2010:
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	**256**	**0%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
In 2010-11, Arkansas changed its methodology for Indicator 9 from a state developed method to using the Westat Risk Ratio spreadsheet. Zero LEAs were found to have inappropriate policies, procedures, and practices resulting in disproportionality.

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. Districts identified for disproportionate representation are required to submit self-assessments. 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.

The self-assessments and supporting evidence documents were submitted to the ADE-SEU and reviewed by ADE-SEU staff. The district special education supervisor was contacted by phone and/or e-mail for follow up during the review process if components were not addressed or the responses were deemed insufficient. The district was then required to submit written clarification addressing the component(s) 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 2010-11 school year, three (3) of 256 districts were identified with under-representation of racial/ethnic groups and zero districts were identified with over-representation, when applying the State's criteria. The three (3) districts determined to have an under-identification completed and submitted the required self-assessment. Using the risk ratio methodology reduced the number of districts identified to complete the self-assessment significantly.

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 specific to 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.

Targeted Activities:
Improvement activities undertaken in 2010-11 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 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.
- 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. The methodology was changed to the risk- and weighted risk –ratios with post-analysis criteria applied.
- SPDG staff continued to work 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 Positive Behavioral Support Systems. This professional development was provided primarily through compressed interactive video (CIV).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2010:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See pages 119-120 and 123-124 in the SPP.

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Monitoring Priority: Disproportionality

Indicator 10: Disproportionality—Child with a Disability
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# 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.
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

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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.

In 2010-11, 18 districts with an "N" size less than 40 were excluded from being identified for this indicator. Additionally, numerous districts were excluded using the 5% criteria for specific racial or ethnic categories. Zero districts were excluded from all categories. Exhibit I-10.1 provides the count of districts excluded per racial/ethnic category.

Exhibit I-10.1 Number of LEAs Excluded Based on the 5% of Enrollment Criteria						
American Indian/ Alaskan Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More
252	249	143	184	249	8	241

FFY	Measurable and Rigorous Target
FFY 2010	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 2010:
 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	256	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
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. Districts identified for disproportionate representation are required to submit self-assessments. 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.

The self-assessments and supporting evidence documents were submitted to the ADE-SEU and reviewed by ADE-SEU staff. The district special education supervisor was contacted by phone and/or e-mail for follow up during the review process if components were not addressed or the responses were deemed insufficient. The district was then required to submit written clarification

addressing the component(s) 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 2010-11 school year, 31 of 256 districts were identified with over- and/or under-representation of racial and ethnic groups in specific disability categories when applying the State's criteria to the 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 0.03. The variance in over-representation is more widely dispersed, with a low of 4.24 and a high of 7.49.

Each of the 31 identified districts was required to conduct and submitted a self-assessment. The ADE-SEU staff 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 specific to 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 2010-11 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 2009-10 analysis with American Indian being the only racial group with no over- or under-identification. Students in the racial group of Asian were under-represented in two disability categories, other health impaired and specific learning disability. Students in the racial group of Hawaiian/Pacific Islander were under-represented in two disability categories, autism and other health impaired. The ethnic group Hispanic was under-represented in three disability categories: emotional disturbance, other health impaired, and specific learning disability, the same categories identified in 2009-10.

The two dominant 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 nine districts. Students in the racial group of white are over-represented in four categories: emotional disturbance, mental retardation, other health impaired, and speech language impairment. No over-representation was evident for specific learning disability. Additionally, students in the racial group of white are under-represented in five districts for the disability category of mental retardation, eight districts for specific learning disability, and in one district for speech language impairment.

Exhibits I-10.2 and I-10.3 provide a count of districts with disproportionate representation for specific disability categories by racial and ethnic groups for 2010-11 and 2009-10, respectively.

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Exhibit I-10.2: District Count of Disproportionate Representation for Specific Disability Categories by Racial and Ethnic Groups,   2010-11

Disability Category — Racial and Ethnic Groups	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
Hispanic				2				8	2			
American Indian												
Asian								1	1			
Black (non-Hispanic)					9							
Hawaiian/Pacific Islander		1						1				
White (non-Hispanic)			2		1	5	1			8	1	1
Two or More												

Exhibit I-10.3: District Count of Disproportionate Representation for Specific Disability Categories by Racial and Ethnic Groups, 2009-10

Disability Category — Racial and Ethnic Groups	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
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												

Targeted Activities:

Improvement activities undertaken in 2010-11 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.
- 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.

- SPDG staff continued to work 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 Positive Behavioral Support Systems. This professional development was provided primarily through compressed interactive video (CIV).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See page 129-130 in the SPP.

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 2010	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 2010:
In 2010-11, 99.41% 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	**15,487**
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	**15,396**
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)	**99.41%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
In 2010-11, there were 15,487 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State's 60-day timeline was 15,396 or 99.41%, an improvement from the 2009-10 rate of 99.00%. Of the 15,236 children, 4,172 or 27.10% were determined not eligible, while 11,224 or 72.90% were determined eligible. There were 91 children whose evaluations exceeded the 60 day timeline, an improvement from the 154 children reported in 2009-10. A verification of the 91 children showed 72 (79.12%) were determined eligible and 19 (20.88%) were found not eligible. The number of days beyond the 60-day timeline varied from 1 to

37 days for students who were later found not eligible and 1 to 70 days for students found eligible. Reasons for exceeding the 60-day timeline included team error and contractor availability.

A root cause analysis of this indicator identified two key issues: (1) LEA team errors such as timeline calculations, 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.

Additionally, as of November 30, 2011 using current year data (statewide data system), verification of the correction of noncompliance did not yield any evidence of continuing noncompliance. Verification for LEAs where data was not available will be conducted in March 2012.

Targeted Activities:
Targeted activities undertaken during 2010-11 to improve the results for this indicator included 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 the 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
- Hosting the Special Education Data Summit in June, 2011 in Little Rock

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

ADE-SEU 619 Coordinator, the Director of IDEA Data & Research, the ADE-SEU Finance Administrator, and DHS-DDS staff including Part C Staff.

- The DDTSC programs were monitored, utilizing a new monitoring protocol and placed on a three-year monitoring cycle. The ADE-SEU 619 Coordinator assisted in the training and participated with the DHS-DDS/Children Services Staff in the monitoring of these programs.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

The Dirty Dozen: Twelve Legal Pitfalls IEP Teams: This session highlighted common mistakes, particularly those that may be fatal to a school's legal position, and strategies for avoiding these mistakes were explored. There were 128 participants.

Understanding the Complex Presentation of ASD: This professional development session included information on the etiological theory for autism consistent with promising genetic findings and the research on behavioral intervention. Special emphasis was placed on the importance of an objective, unified approach to measurement such as that provided by the ADI and ADOS. The presenter focused on how these assessments break down the complexities of autism into smaller behavioral units that are more easily identified and understood. Differentiating among these behavioral units provides clarity for conceptualizing behaviors associated with this complex developmental disorder. There were 153 participants.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 99.00%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	**53**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**53**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

Actions Taken if Noncompliance Not Corrected:
No action necessary

Verification of Correction (either timely or subsequent):
The ADE-SEU verified that each of the 53 LEAs with findings in FFY 2009 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 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 2010 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
OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2010 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 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.	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 53 LEAs with findings in FFY 2009 is correctly implementing the specific regulatory requirements.
When reporting the correction of noncompliance, the State must report, in its FFY 2010 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 2010 APR, the State must describe the specific	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.

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 2010 by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.

The State will continue to implement and refine verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance. |

actions that were taken to verify the correction.	
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for 2010-11:**

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 139-140 of the SPP.

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 2010	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 2010:
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 **99.21%**.

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.	1,308
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	231
c. # of those found eligible who have an IEP developed and implemented by their third	1,004

birthdays	
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.	23
e. # of children who were referred to Part C less than 90 days before their third birthdays	42
# in a but not in b, c, d, or e.	8
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	99.21%

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 2010:

Arkansas is in substantial compliance with a rate of 99.21%; a 0.07 percentage points increase from the 2009-10 rate of 99.14%.

In 2010-11, 1,308 children being served in Part C were referred to Part B for eligibility determination. There were 1,235 children with eligibility determined by their third birthday:

- 231 children were determined not eligible, including 6 children for whom the parents and referral team decided not to test, and
- 1,004 children were found eligible.

Twenty-three (23) children had delays in evaluation or initial consent due to parental refusals to provide consent. Although late, all 23 children had eligibility determined. The reasons for the delays included:

- 2 families refused consent for Part B evaluation at the transition conference;
- 17 children's evaluations were delayed due to child/family illness making the child unavailable;
- 2 children transferred between programs during the transition process causing a delay in evaluations;
- 2 parents failed to respond to conference request delaying the eligibility determination conference and initial consent for services.

Additionally, 42 children had concurrent referrals for Part C and B.

Eight (8) of the Part C to B referrals did not have eligibility determined prior to the third birthday, of which seven (7) were found eligible and one (1) was found ineligible. The number of days beyond the third birthday ranged from one (1) to 21. A root cause analysis found one reason for eligibility determination delays. All eight (8) children did not have eligibility determined by their third birthday due to LEA error. Further, the seven (7) children who received services from the Arkansas 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 2010-11 is 99.12% (903 of 911). This is an increase from a compliance rate of 99.05% in 2009-10, but is below the State's rate of 99.21%. 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. A review of data showed that sub-grantees noncompliant in FFY 2009 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2010. 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 2010-11.

Targeted Activities:
Targeted activities undertaken during 2010-11 to improve the results for this indicator included 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 implemented an 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.

Technical Assistance: M/PE staff provided technical assistance to Early Intervention (Part C) and Early Childhood (Part B) programs on the requirements related to transitioning from Part C to Part B in the new interagency agreement.

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.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on data use for both school age programs and early childhood programs. The IDEA Data & Research staff worked with early childhood programs to

analyze early childhood outcomes data across demographics including disabilities and environment. In addition, a preliminary look at the early childhood outcomes data matched to the kindergarten ready assessment (QUALS) was reviewed.

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 sessions included 216 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 is unfamiliar with 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 is unfamiliar 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 2009 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 99.14%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	1
2. Number of FFY 2009 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 2009 findings not verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings not 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.

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, review 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 2009 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
OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2010 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 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.

When reporting the correction of noncompliance, the State must report, in its FFY 2010 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 2010 APR, the State must describe the specific actions that were taken to verify the correction.

If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary. | All children identified as not having eligibility determined by their 3rd birthday, in FFY 2009, 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 2009 is correctly implementing the specific regulatory requirements.

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.

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 2011, by the IDEA Data & Research Office, found no further noncompliance.

The State will continue to refine and implement the verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance. |

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages150-151 in the SPP.

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 service 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 service 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 2010	**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 service 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.

Actual Target Data for FFY 2010:

# 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 …	# of youth with IEPs aged 16 and above whose IEPs were reviewed during on-site monitoring	Percent
278	**289**	**96.19%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

During the 2010-11 monitoring cycle, 289 IEPs were reviewed for compliance in 65 school districts. There were 12 IEPs found to be out of compliance in relation to secondary transition in four (4) school districts. As of December 15, 2011 all findings of non-compliance issued during the 2010-11 school year have been corrected. Onsite verification of current IEPs in these districts has been conducted by the Monitoring and Program Effectiveness (M/PE) staff and no evidence of continual non-compliance was found.

Correction of FFY 2009 Noncompliance

The State verified that the 8 findings of noncompliance from FFY 2009 were corrected as soon as possible but in no case later than one year from identification. 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 ADE-SEU Monitoring/ Program Effectiveness Section (M/PE) verified the correction of noncompliance via desk audits of LEA submitted documentation, ACSIP, and/or on-site visits to the LEAs in question.

Targeted Activities:

Indicator 13 activities included technical assistance opportunities through the Arkansas Transition Services (ATS), Post-school Outcomes Intervention for Special Education (P.O.I.S.E.), ADE-SEU Monitoring and Program Effectiveness Unit (M/PE), and the Arkansas Local Education Agency Resource Network (AR-LEARN).

State partners in secondary and postsecondary education continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort is being implemented statewide.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.
- Request for services will automatically generate a confirmation that the request has been received.
- Service requests warranting the involvement of state consultant resources will generate a service referral to the appropriate CIRCUIT Unit.
- Request for services will result in a follow-up telephone call or email from a CIRCUIT resource within 2 weeks. Depending on the results for the follow up, additional information may be required.

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A breakdown of CIRCUIT referrals for the 2010-11 school year is presented below.

Consulting Group	CIRCUIT Referrals	Consulting Group	CIRCUIT Referrals
Arkansas Transition Services	7	Behavioral Intervention Consultants	258
Children and Youth with Sensory Impairments	4	Educational Audiology Resources Services (EARS)	12
Easter Seals Arkansas Outreach Program	205	Educational Services for the Visually Impaired	203
Post-school Outcome Interventions for Special Education	28	TBI Consultant	6
Arkansas Technology & Curriculum Access Center	15	**Total**	**738**

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 dropout prevention programs in 10 targeted local school districts.

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 dropout prevention was established with curricular funds being provided by Career education for schools that volunteer to complete the training requirements.

Arkansas Transition Services activities related to this indicator were:

In 2010-2011, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures and 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- and post-test
1	Person Centered Planning	13	11	66%
1	Self-Advocacy Strategy	3	3	n/a
1	Take OFF	1	1	n/a
3	Transition Class: Getting Started	57	34	64%
3	Transition Class: Integrating Ideas	52	31	80%
1	Transition Class: Getting the Job	26	16	77%
44	Transition Toolkit	533	59	55%
1	Customized training: Transition Activities and Services	9	1	57%
2	Customized training: Transition Retreat	23	5	n/a
7	Customized training: Toolkit	94	5	64%
1	Customized training: Self-Advocacy/Transition Assessment	13	1	n/a

Arkansas Transition Services Interagency Agreements with School Districts: Effective working relationships were established with 156 districts through signed Interagency ATS agreements.

National Secondary Transition and Technical Assistance Center (NSSTAC)**:** Arkansas continues its partnership with NSTTAC to improve transition services and student post-school outcomes across the state.

NSTTAC Focus School Partnership: ATS works collaboratively at West Memphis High School, a NSTTAC "Focus" school. NSTTAC 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 ATS. Data is being collected to ascertain what tools, assessments, curricula and practices are most effective.

National Post-School Outcome Center Collaboration: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research and a local education agency attended the National Post School Outcome Data Use Toolkit Training hosted in Denver, CO March, 2011.

National Post-School Outcomes (NPSO) Center: The Arkansas Department of Education (via ATS) is working with NPSO, which provides intensive technical assistance (TA) to the State, for the purpose of improving the State's collection, analysis, and use of post-school outcomes data for students with disabilities. The NPSO assists the State's efforts to improve collection, analysis, reporting, and use of post-school outcome data by identifying suitable evidence-based interventions designed to improve the response rate, representativeness of respondents, and employment and or postsecondary school outcomes of former students with disabilities one year out of school. ATS and the IDEA Data & Research office are currently working on a new data collection system for Indicator 14: Post-school Outcomes.

National Dropout Prevention Center for Students with Disabilities: Arkansas (via Arkansas Transition Services and IDEA Data & Research Office) applied for and was awarded a technical assistance (TA) grant from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) located at Clemson University. As one of five state recipients, ATS, IDEA Data & Research Office and interested school districts in partnership with NDPC-SD will develop or enhance dropout-prevention and re-entry practices in an effort to increase graduation rates and post-school opportunities for students with disabilities. Currently seven districts are involved in the project.

Arkansas Interagency Transition Partnership (AITP): The AITP is an interagency team established to improve transition outcomes for students with disabilities through collaboration of agencies that provide services and resources to those students. A meeting was held on August 26, 2010 with the partnership agencies to establish goals and training needs for the group as a whole. At the NSTTAC Institute in May 2011, members of AITP agreed that restructuring was needed to improve the effectiveness of the AITP and plans for that are in place.

Person-Centered Planning (PCP): Training for PCP was provided to 13 individuals from 11 charter schools. There were PCP meetings at two school districts were facilitated by ATS Consultants. There is anecdotal knowledge of teacher-facilitated PCP meetings taking place within those two districts after the ATS technical assistance.

Check and Connect Program: Check and Connect Training opportunities and professional development for local school districts is being supported by Arkansas Transition Services.

Transitions Class: *Getting Started*: In 2010-11, 57 teachers and supervisors received the *Getting Started* training. The training provided attendees with tools and instructions needed to start a Transitions Class. Attendees learned about Transitions Classes, how they benefit the students, and all forms necessary to get one started. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities were discussed. All attendees received a manual to initiate a class which included resources and tools to use in the classroom. There are approximately 150 transition classes in school districts at this time. ATS is currently working on a way to collect more accurate information about these classes, number of districts offering the courses, the teachers providing instruction and the students enrolled.

Transitions Class: *Integrating Ideas*: Three *Integrating Ideas* trainings were held in 2010-2011 with 52 participants from 31 school districts attending. This training is for teachers that have attended the *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 a preview of possible materials and suggestions for use in the classroom. A variety of lesson plans are presented to help the class run smoothly and accomplish the goal of improving post school outcomes. There is also 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 offered two to three times a year.

Transitions Class: *Getting the Job*: In 2010-2011, one *Getting the Job* training was held with 26 participants from 16 districts. This training focused on establishing the employment part of a Transitions Class to improve post-school outcomes of students in special education. It is for teachers who have been trained in *Getting Started* and *Integrating Ideas*. It includes an in-depth review of the *Getting Started* manual, plus information on the components involved in providing work experience to students. Teachers receive templates for pamphlets, power points, and other resources to assist in gaining community and school level support for implementing employment into the Transitions Class.

Self-Advocacy Strategy Training: Self-Advocacy Strategy Training was provided to three individuals representing three districts. This is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy.

Self-Determination in the Middle School**:** ATS worked with NSTTAC to implement self-determination curriculum for students with disabilities in two middle schools. Glen Rose Middle School had 15 student participants and Arkansas School for the Deaf had 24 student participants from grades 6-8. In comparing the pre- and post-scores of the *American Institute for Research (AIR) Self-Determination Assessments* from student and educator forms, overall gains in knowledge of self-determination were found. Plans to extend promoting self-determination in the middle school are currently in progress.

Local Consults: ATS consultants provided 38 consults to districts within their regions. These consults consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided ongoing technical assistance on a monthly basis.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): This training provides teachers with information on how to implement an exit portfolio for senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), keeping all agency contacts and correspondence in a portfolio, taking and keeping results of qualifying assessments for enrollment in post-secondary schools, and parental involvement activities to become knowledgeable and agreeable with the focus of the portfolio. This culminates with a portfolio overview for use at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, over 100 parent manuals and teacher manuals have been distributed and approximately 1000 student graduation packets have been distributed.

Arkansas Transition Summit, October 11-13, 2010: The fifth Transition Summit provided new and existing teams an opportunity to come together to focus on student centered planning in an effort to improve post school outcomes for youth with IEPs. National speakers with expertise in these areas presented during general and breakout sessions. Arkansas teachers and agency personnel also presented on successful local programs that other teachers could replicate in their schools. Each team had four different planning sessions during which they assessed their needs, set goals and developed an action plan. There were 35 teams comprised of more than 200 participants. ATS encourages local teams to continue work on their plans in the district. ATS Cadre meetings will also help facilitate this effort. Follow-up with these teams was provided by regional transition consultants. Dates for the next Arkansas Transition Summit will be October 1-3, 2012. The focus area will be student development with an emphasis on employment.

College Bound 2011: College Bound was held June 15-17, 2011 at the University of Central Arkansas (UCA) in Conway, AR. There were 16 students and 12 parents/professionals who attended and participated in team activities. Sessions were presented on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. In an effort to gain information about its effectiveness and to make improvements for College Bound 2012, a post College Bound survey will go out to 2011 participants. College Bound 2012 is scheduled for June 12-14, 2012 at UCA.

CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.

Arkansas Rehabilitation Services' Arkansas Transition Program: ATS worked to assist Transition Vocational Rehabilitation Counselors established in six high schools in Arkansas. These counselors were included on local transition teams, dropout prevention teams and frequently attend trainings, Cadre meetings, and Transition Fairs.

Transition Orientation Nights for Parents: General information on the transition process was presented to parents at the orientation nights. The events gave them an opportunity to ask questions and complete parent inventories to aid in development of the student's transition plan. Representatives from outside agencies were available to provide information on post-school services. Approximately seven events have taken place.

Transition Fairs: Transition Fairs were held for students and families to learn about area agencies and their services. Approximately 20 fairs were held with 44 districts participating.

Transition Youth Conferences: The annual Youth Conference was held in Hope, AR in Oct. 2010. Approximately 280 students with disabilities from school districts within the Educational Cooperative region were in attendance.

Presentations: Arkansas Transition Services personnel presented various transition topics at several state and national conferences:
- Arkansas Council for Exceptional Children
- SEAS Forum
- Special Education Data Summit
- ARS' Youth Leadership Forum
- NSTTAC's National State Planning Institute.

Proposals have been submitted to present at the National State Planning Institute in May 2012 and at future national DCDT conferences.

Cadre Meetings: A cadre meeting for leaders and co-leaders of local transition teams around the state was held in December 2010 and February 2011 in Little Rock. The December meetings provided teams with professional development on *Student Directed Transition Planning* (SDTP) and *ME! Lessons in Self Advocacy*. Jim Martin presented information to participants on initiation and implementation of these self-determination curricula. Each team received a copy of each curriculum. The February meetings focused on Agency Services and Transition Fairs. Teams received an agency resource notebook and instruction on connecting with agencies in their areas.

Secondary Transition State Planning Institute: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research, a local education agency, Arkansas Rehabilitation Services, and Arkansas PTI attended the annual meeting in May 2011. The team's main goal was to reorganize the state team, the Arkansas Interagency Transition Partnership (AITP) and to continue work with the NPSO and the NDPC-SD. The team continued work on the state plan to improve indicator outcomes.

Transition Retreat: In December 2010 and June 2011, 23 teachers from five school districts along with their Special Education Supervisor attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the schools the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments. The teachers were shown how to use the results of the assessments in the development of practical and beneficial transition plans.

College Camp: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting students with hearing impairments for this four day college camp held at the University of Arkansas at Little Rock in July 2010. The camp provided a real-life picture of college campus living. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsoring the attendance of one student.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on the use of data for both school age programs and early childhood programs. Ms. Charlotte Alverson of the National Post School Outcomes Center conducted a one-day workshop with school age programs on the use of the PSO Toolkit. The PSO Toolkit focuses on the graduation, dropout, secondary transition and post school outcomes data.

Correction of FFY 2009 Findings of Noncompliance:
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 96.34%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	8
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	8
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings not yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:
No action required

Verification of Correction (either timely or subsequent):
In FFY 2009, there were 8 findings of noncompliance identified through monitoring for Indicator 13. 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.).

The State verified the correction of noncompliance by conducting on-site monitoring and reviewing and verifying the LEA ACSIPs that each LEA with findings of non-compliance in FFY 2009 is correctly implementing the specific regulatory requirements. The State further verified through the student management system as well as on-site monitoring that all individual cases of child specific noncompliance were corrected unless the child was no longer within the jurisdiction of the LEA. An additional review of the student management system examined current year referrals to verify if systemic issues existed. As required under Memo 09-02, the records reviewed in November and December 2011 as a point in time by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.

The State will continue to develop verification protocols to ensure LEA compliance with all requirements of IDEA, including correction of noncompliance.

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

Statement from the Response Table	State's Response
OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2010 APR, due February 1, 2012, the State's data demonstrating that it is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b). Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(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 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 2010 APR, the State must describe the specific actions that were taken to verify the correction. If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	The State has verified that the 8 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) 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. 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. The State will continue to refine and implement the verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for 2010-11:

Targets were established to align with the new baseline. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 175-177 in the SPP.

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 2010	A. 13% will be 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. 49% will be 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. 60% will be 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.

Actual Target Data for FFY 2010:

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.
25/172 = 14.53%

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. 85/172 = 49.42%

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. 93/172 = 54.07%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
Of the 567 leavers in 2009-10, 172 former students completed the survey. The analysis of completed surveys found that 14.53% of former students were enrolled in higher education and completed a semester; which is above the state target of 13%. Additionally, 46.5% of respondents were enrolled in other post-secondary education and 34.88% of indicated that they were competitively employed. The combination of other post-secondary education and competitive employment resulted in a rate of 49.42%; slightly above the 49% target. Former students enrolled in higher education, other post-secondary education and/or competitively employed represent 54.07%

of respondents. The 54.07% rate is lower than the target of 60%.

The remaining 45.93 were either otherwise employed, other or not engaged. Exhibit I-14.1 provides the numbers and rate for each category of postsecondary education and employment.

Exhibit I-14.1: The Number and Rate of Responses by Post-Secondary Activity

1. Enrolled in Higher Education	2. Competitively Employed	3. Post-secondary Education or Training	4. Other Employed	5. Other or not Engaged	Total
25 (14.53%)	60 (34.88%)	8 (4.65%)	12 (6.98%)	66 (38.37%)	172 (100%)

Of the five (5) categories presented above, the first three (3) are used to calculate the Indicator measurements. The calculation with baseline data is presented below.

$$A: (25/172)*100 = 14.53\%$$
$$B: ((25+60)/172)*100 = 49.42\%$$
$$C: ((25+60+8)/172)*100 = 54.07\%$$

LifeTrack began contacting former students in May 2011 and continued with phone surveys through July 2011. Although steps were taken to verify contact information, 68.61% (389/567) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 178 or 31.39% of leavers. Exhibit I-14.2 provides an overview of the outcome of student contact information.

Exhibit I-14.2: Outcome of Student Contact Information

Number of Leavers	Invalid Contact Information	Valid Contact Information	Completed Survey's	Response Rate Based on Valid Contact Information	Response Rate Based on Number of Leavers
567	389	178	172	96.63%	30.34%

An analysis of representativeness was conducted, by the IDEA Data & Research Office, on the characteristics of disability type, ethnicity, and exit code on the respondent group to determine whether the youth who responded to the surveys were similar to or different from the total population of youth with an IEP who exited school in 2009-10.

A significant difference between the respondent group and the target leaver group is measured by a difference of ±3%. The rate of difference was adopted from the National Post-School Outcomes Center calculator. The negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness.

The analysis revealed that responders were under-represented in the racial group black and were over-represented in the racial group white. Disability representativeness is relatively similar to the composition of leavers over all for racial/ethnic groups and disability categories. Responders were over-represented in the exit category *graduating with a regular diploma* and *graduated with a certificate*; but under-represented for *dropped out*. These findings are presented in Exhibit I-14.3, Exhibit I-14.4, and Exhibit I-14.5 and the categories with a ±3% difference are in bold.

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

	American Indian/ Alaskan Native	Asian	Black (non-Hispanic)	Hispanic	Hawaiian Pacific Islander	White (non-Hispanic)	Two or More
Leavers	0.13%	0.53%	34.39%	2.65%	0.18%	60.49%	0.53%
Responders	0.00%	0.00%	26.74%	2.33%	0.00%	70.93%	0.0
Difference	-0.13%	-0.53%	**-7.65%**	-0.32%	-0.18%	**10.44%**	-0.53%

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

	Autism	Emotional Disturbance	Hearing Impaired	Multiple Disabilities	Mental Retardation
Leavers	2.65%	1.59%	0.35%	1.94%	21.16%
Responders	2.33%	0.00%	0.00%	1.16%	23.26%
Difference	-0.32%	-1.59%	-0.35%	-0.78%	2.10%

	Other Health Impairment	Orthopedic Impairment	Speech/Language Impairment	Specific Learning Disability	Traumatic Brain Injury
Leavers	14.64%	0.35%	2.82%	53.79%	0.71%
Responders	15.12%	1.16%	3.49%	52.91%	0.58%
Difference	0.48%	0.81%	0.67%	-0.88%	-0.13%

Exhibit I-14.5: Reason of Exit Representativeness of Survey Responders by Percentage

	Graduated with a Regular Diploma	Graduated with a Certificate	Dropped Out	Reached Maximum Age
Leavers	78.13%	4.94%	16.75%	0.18
Responders	81.40%	8.14%	10.47%	0.0%
Difference	**3.27%**	**3.2%**	**-6.28%**	-0.18%

Selection Bias

As in the previous data collection efforts, Arkansas is under-represented in the racial/ethnic category of black and the exit category of dropout.

Missing Data

The overall response rate was 30.34%, which means out of 567 students who left school last year, the state is missing post-school outcome information for 69.66% (n = 395) of former students in the sample. The contractor contacting the students reported that the contact information was invalid for the majority of these youth and therefore these youth could not be contacted. An analysis of the missing data was conducted to determine patterns of missing information (i.e., did missing data vary across districts and disability categories).

In March 2011, Arkansas sent a team to the National Post-School Outcomes Center's meeting in Denver, Colorado. At the meeting Maryland discussed their pilot of administrative data mining for Indicator 14 data. Upon returning from the Denver meeting, Arkansas Transition Services and the IDEA Data & research Office contacted Arkansas Research Center (ARC) about conducting an administrative data collection. To address the missing and invalid contact information, Arkansas began work with the ARC, an Institute of Education Science funded center, to explore using administrative data mining instead of a phone survey.

The IDEA Data & Research provided the ARC with the indicator measurement table and the

technical assistance documents from the National Post-School Outcomes Center. Additionally, ARC began working with other state agencies to establish inter-agency agreements for data sharing. Many of these agreements were already in place, but a few needed to be added such as vocational rehabilitation. IDEA Data & Research, ATS, and ARC are working closely to finalize all agreements by the end of the 2011-12 school year. The data collection was limited in scope to the Arkansas Department of Higher Education and Arkansas Department of Workforce Services. Arkansas does have an agreement with the National Student Clearinghouse but due to time constraints, this preliminary collection did not access the clearinghouse.

Preliminary analysis of the administrative data collection was conducted against the same sample of districts to allow a comparison to the LifeTrack survey results. The administrative data collection for Indicator 14 was able to locate education and employment data on 345 of 567 (60.85%) special education leavers. This represents a 100% improvement in identifying post- school outcomes for leavers.

The analysis revealed of the 345 students for which data was collected; the percentage of students who enrolled in higher education and completed a full semester is twice as high as the phone survey rate reported, 31.01% and 14.53%, respectively. The rate of students who were competitively employed or attending another type of post-secondary education program was 45.22% which is slightly below the phone survey rate of 49.42%. Overall, 76.23% of students were either in some form of post-secondary education or competitively employed.

Another 23.77% of students were engaged in some other forms of employment. It is unclear as to how many of the 222 students with missing data are employed in another manner, attending school or employed out of state, or involved in other state agency programs. The collection did not include the Arkansas Department of Corrections incarcerated employment data or the Arkansas Department of Career Education's Division of Rehabilitation Services. These are two of the Interagency agreements still in development. A summation of the administrative data collection analysis is presented in Exhibit I-14.6.

**Exhibit I-14.6: The Number and Rate of Responses by Post-Secondary Activity
via the Administrative Data Collection**

1. Enrolled in Higher Education	2. Competitively Employed	3. Post-secondary Education or Training	4. Other Employed	5. Other or not Engaged	Total
107	149	7	82	unknown	345
31.01%	**43.19%**	**2.03%**	**23.77%**	**0.00%**	**100.00%**

Of the five (5) categories presented above, the first three (3) are used to calculate the Indicator measurements. The calculation with baseline data is presented below.

$$A. (107/345) = \quad 31.01\%$$
$$B. ((149+7)/345) = \quad 45.22\%$$
$$C. ((107+149+7)/345) = \quad 76.23\%$$

The representative analysis of the administrative data collection revealed the racial/ethnic group

of black remains under-represented at 4.82%; however the rate of under-representation is 2.83 percentage points lower than the survey respondents. Respondents in the racial/ethnic group of white remains over-represented but it also shifted to a lower rate of over-representation from 10.44% to 5.31%. These two shifts reflect a more accurate representation of leaver's activities.

A significant difference between the respondent group and the target leaver group is measured by a difference of ±3%. The rate of difference was adopted from the National Post-School Outcomes Center calculator. The negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. The analysis of leavers and responders based on the administrative data collection is presented in Exhibit I-14.7.

Exhibit I-14.7: Racial/Ethnic Representativeness of the Administrative Data Collection by Percentage

	American Indian/ Alaskan Native	Asian	Black (non-Hispanic)	Hispanic	Hawaiian Pacific Islander	White (non-Hispanic)	Two or More
Leavers	0.13%	0.53%	34.39%	2.65%	0.18%	60.49%	0.53%
Responders	1.16%	0.58%	29.57%	2.61%	0.00%	65.80%	0.29%
Difference	1.03%	0.05%	**-4.82%**	-0.04%	-0.18%	**5.31%**	-0.24%

Targeted Activities:

Indicator 14 activities include technical assistance opportunities through the Arkansas Transition Services (ATS), Post-school Outcomes Intervention for Special Education (P.O.I.S.E.), ADE-SEU Monitoring and Program Effectiveness Unit (M/PE), and the Arkansas Local Education Agency Resource Network (AR-LEARN).

State partners in secondary and postsecondary education continue to implement the NASET Self-Assessment Tool planning priorities. Other strategies centering on state-level integration will be refined and maintained. The Partners in Transition effort is being implemented statewide.

Centralized Intake and Referral/Consultant Unified Intervention Team (CIRCUIT): The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, including direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education in the least restrictive environment. For this purpose, a regional cadre of special education consultants is available who can assist in interventions for students with sensory disabilities, multiple physical disabilities, behavior, and autism spectrum disorders.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.
  • Request for services will automatically generate a confirmation that the request has been received.
  • Service requests warranting the involvement of state consultant resources will generate a service referral to the appropriate CIRCUIT Unit.
  • Request for services will result in a follow-up telephone call or email from a CIRCUIT resource within 2 weeks. Depending on the results for the follow up, additional information may be required.

A breakdown of CIRCUIT referrals for the 2010-11 school year is presented below.

Consulting Group	CIRCUIT Referrals	Consulting Group	CIRCUIT Referrals
Arkansas Transition Services	7	Behavioral Intervention Consultants	258
Children and Youth with Sensory Impairments	4	Educational Audiology Resources Services (EARS)	12
Easter Seals Arkansas Outreach Program	205	Educational Services for the Visually Impaired	203
Post-school Outcome Interventions for Special Education	28	TBI Consultant	6
Arkansas Technology & Curriculum Access Center	15	**Total**	**738**

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 dropout prevention programs in 10 targeted local school districts..

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 dropout prevention was established with curricular funds being provided by Career education for schools that volunteer to complete the training requirements.

Arkansas Transition Services activities related to this indicator were:
In 2010-2011, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,000 participants from across the State. The following is a partial list of trainings with outcomes measures and 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- and post-test
1	Person Centered Planning	13	11	66%
1	Self-Advocacy Strategy	3	3	n/a
1	Take OFF	1	1	n/a
3	Transition Class: Getting Started	57	34	64%
3	Transition Class: Integrating Ideas	52	31	80%
1	Transition Class: Getting the Job	26	16	77%
44	Transition Toolkit	533	59	55%
1	Customized training: Transition Activities and Services	9	1	57%
2	Customized training: Transition Retreat	23	5	n/a
7	Customized training: Toolkit	94	5	64%
1	Customized training: Self-Advocacy/Transition Assessment	13	1	n/a

Arkansas Transition Services Interagency Agreements with School Districts: Effective working relationships were established with 156 districts through signed Interagency ATS agreements.

National Secondary Transition and Technical Assistance Center (NSSTAC): Arkansas continues its partnership with NSTTAC to improve transition services and student post-school outcomes across the state.

NSTTAC Focus School Partnership: ATS works collaboratively at West Memphis High School, a NSTTAC "Focus" school. NSTTAC 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 ATS. Data is being collected to ascertain what tools, assessments, curricula and practices are most effective.

National Post-School Outcome Center Collaboration: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research and a local education agency attended the National Post School Outcome Data Use Toolkit Training hosted in Denver, CO March, 2011.

National Post-School Outcomes (NPSO) Center: The Arkansas Department of Education (via ATS) is working with NPSO, which provides intensive technical assistance (TA) to the State, for the purpose of improving the State's collection, analysis, and use of post-school outcomes data for students with disabilities. The NPSO assists the State's efforts to improve collection, analysis, reporting, and use of post-school outcome data by identifying suitable evidence-based interventions designed to improve the response rate, representativeness of respondents, and employment and or postsecondary school outcomes of former students with disabilities one year out of school. ATS and the IDEA Data & Research office are currently working on a new data collection system for Indicator 14: Post-school Outcomes.

National Dropout Prevention Center for Students with Disabilities: Arkansas (via Arkansas Transition Services and IDEA Data & Research Office) applied for and was awarded a technical assistance (TA) grant from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) located at Clemson University. As one of five state recipients, ATS, IDEA Data & Research Office and interested school districts in partnership with NDPC-SD will develop or enhance dropout-prevention and re-entry practices in an effort to increase graduation rates and post-school opportunities for students with disabilities. Currently seven districts are involved in the project.

Arkansas Interagency Transition Partnership: The AITP is an interagency team established to improve transition outcomes for students with disabilities through collaboration of agencies that provide services and resources to those students. A meeting was held on August 26, 2010 with the partnership agencies to establish goals and training needs for the group as a whole. At the NSTTAC Institute in May 2011, members of AITP agreed that restructuring was needed to improve the effectiveness of the AITP and plans for that are in place.

Person-Centered Planning (PCP): Training for PCP was provided to 13 individuals from 11 charter schools. PCP meetings at two school districts were facilitated by ATS Consultants. There is anecdotal knowledge of teacher-facilitated PCP meetings taking place within those two districts after the ATS technical assistance.

Check and Connect Program: Check and Connect Training opportunities and professional development for local school districts is being supported by Arkansas Transition Services.

Transitions Class: *Getting Started*: In 2010-11, 57 teachers and supervisors received the *Getting Started* training. The training provided attendees with tools and instructions needed to start a Transitions Class. Attendees learned about Transitions Classes, how they benefit the students, and all forms necessary to get one started. Important components such as using assessments, agency linkage, incorporating life skills, self-determination, and employment possibilities for students with disabilities were discussed. All attendees received a manual to initiate a class which included resources and tools to use in the classroom. There are approximately 150 transition classes in school districts at this time. ATS is currently working on a way to collect more accurate information about these classes, number of districts offering the courses, the teachers providing instruction and the students enrolled.

Transitions Class: *Integrating Ideas*: Three *Integrating Ideas* trainings were held in 2010-2011 with 52 participants from 31 school districts attending. This training is for teachers that have attended the *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 a preview of possible materials and suggestions for use in the classroom. A variety of lesson plans are presented to help the class run smoothly and accomplish the goal of improving post school outcomes. There is also 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 offered two to three times a year.

Transitions Class: *Getting the Job*: In 2010-2011, one *Getting the Job* training was held with 26 participants from 16 districts. This training focused on establishing the employment part of a Transitions Class to improve post-school outcomes of students in special education. It is for teachers who have been trained in *Getting Started* and *Integrating Ideas*. It includes an in-depth review of the *Getting Started* manual, plus information on the components involved in providing work experience to students. Teachers receive templates for pamphlets, power points, and other resources to assist in gaining community and school level support for implementing employment into the Transitions Class.

Self-Advocacy Strategy Training: Self-Advocacy Strategy Training was provided to three individuals representing three districts. This is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy.

Self-Determination in the Middle School**:** ATS worked with NSTTAC to implement self-determination curriculum for students with disabilities in two middle schools. Glen Rose Middle School had 15 student participants and Arkansas School for the Deaf had 24 student participants from grades 6-8. In comparing the pre- and post-scores of the *American Institute for Research Self-Determination Assessments* from student and educator forms, overall gains in knowledge of self-determination were found. Plans to extend promoting self-determination in the middle school are

currently in progress.

Local Consults: ATS consultants provided 38 consults to districts within their regions. These consults consisted of information sharing, file reviews, classroom set up and general planning for the transition process. Some consultants provided ongoing technical assistance on a monthly basis.

TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost): This training provides teachers with information on how to implement an exit portfolio for senior students with IEPs. It includes having the students help write their own Summary of Performance (SOP), keeping all agency contacts and correspondence in a portfolio, taking and keeping results of qualifying assessments for enrollment in post-secondary schools, and parental involvement activities to become knowledgeable and agreeable with the focus of the portfolio. This culminates with a portfolio overview for use at the exit conference. Districts have the opportunity to purchase student, parent and teacher manuals. Since TAKE OFF was introduced, over 100 parent manuals and teacher manuals have been distributed and approximately 1000 student graduation packets have been distributed.

Arkansas Transition Summit, October 11-13, 2010: The fifth Transition Summit provided new and existing teams an opportunity to come together to focus on student centered planning in an effort to improve post school outcomes for youth with IEPs. National speakers with expertise in these areas presented general and breakout sessions. Arkansas teachers and agency personnel also presented on successful local programs that other teachers could replicate in their schools. Each team had four different planning sessions during which they assessed their needs, set goals and developed an action plan. There were 35 teams comprised of more than 200 participants. ATS encourages local teams to continue work on their plans in the district. ATS Cadre meetings will also help facilitate this effort. Follow-up with these teams was provided by regional transition consultants. Dates for the next Arkansas Transition Summit will be October 1-3, 2012. The focus area will be student development with an emphasis focus on employment.

College Bound 2011: College Bound was held June 15-17, 2011 at the University of Central Arkansas (UCA) in Conway, AR. There were 16 students and 12 parents/professionals who attended and participated in team activities. Sessions were presented on self-determination, organizational skills, assistive technology, academic advising, faculty expectations, disability support services, financial aid, rights and responsibilities, campus resources, and study aids/habits. In an effort to gain information about its effectiveness and to make improvements for College Bound 2012, a post College Bound survey will go out to 2011 participants. College Bound 2012 is scheduled for June 12-14, 2012 at UCA.

CASSP Teams: Arkansas Transition Services consultants will continue to participate on Child and Adolescent Service System Program (CASSP) teams.

Arkansas Rehabilitation Services' Arkansas Transition Program: ATS worked to assist Transition Vocational Rehabilitation Counselors established in six high schools in Arkansas. These counselors were included on local transition teams, dropout prevention teams and frequently attend trainings, Cadre meetings, and Transition Fairs.

Transition Orientation Nights for Parents: General information on the transition process was presented to parents at the orientation nights. The events gave them an opportunity to ask questions and complete parent inventories to aid in development of the student's transition plan. Representatives from outside agencies were available to provide information on post-school services. Approximately seven events have taken place.

Transition Fairs: Transition Fairs were held for students and families to learn about area agencies and their services. Approximately 20 fairs were held with 44 districts participating.

Transition Youth Conferences: The annual Youth Conference was held in Hope, AR in Oct. 2010. Approximately 280 students with disabilities from school districts within the Educational Cooperative region were in attendance.

Presentations: Arkansas Transition Services personnel presented various transition topics at several state and national conferences:
- Arkansas Council for Exceptional Children
- SEAS Forum
- Special Education Data Summit
- ARS' Youth Leadership Forum
- NSTTAC's National State Planning Institute.

Proposals have been submitted to present at the National State Planning Institute in May 2012 and at future national DCDT conferences.

Cadre Meetings: A cadre meeting for leaders and co-leaders of local transition teams around the state was held in December 2010 and February 2011 in Little Rock. The December meetings provided teams with professional development on *Student Directed Transition Planning* (SDTP) and *ME! Lessons in Self Advocacy*. Jim Martin presented information to participants on initiation and implementation of these self-determination curricula. Each team received a copy of each curriculum. The February meetings focused on Agency Services and Transition Fairs. Teams received an agency resource notebook and instruction on connecting with agencies in their areas.

Secondary Transition State Planning Institute: An Arkansas team comprised of Arkansas Transition Services, IDEA Data & Research, a local education agency, Arkansas Rehabilitation Services, and Arkansas PTI attended the annual meeting in May 2011. The team's main goal was to reorganize the state team, the Arkansas Interagency Transition Partnership (AITP) and to continue work with the NPSO and the NDPC-SD. The team continued work on the state plan to improve indicator outcomes.

Transition Retreat: In December 2010 and June 2011, 23 teachers from five school districts along with their Special Education Supervisor attended the second Transition Retreat at the Winthrop Rockefeller Institute. This retreat afforded the schools the opportunity to learn about and get hands-on exposure to age appropriate Transition assessments. The teachers were shown how to use the results of the assessments in the development of practical and beneficial transition plans

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College Camp: In collaboration with PEPNet, Arkansas Transition Services provided assistance in recruiting students with hearing impairments for this four day college camp held at the University of Arkansas at Little Rock in July 2010. The camp provided a real-life picture of college campus living. Students attended workshops and stayed in dormitories. Arkansas Transition Services provided an interactive workshop on self-determination as well as sponsoring the attendance of one student.

LifeTrack Services: The ADE-SEU and the IDEA Data & Research office compiled the 2009-10 sampling data and forwarded it to LifeTrack Services to conduct the phone survey. LifeTrack began contacting former students in May 2011 and continued through July 2011. The ADE-SEU received a results analysis report from LifeTrack Services along with the raw data for additional analysis by the IDEA Data & Research Office.

Post-school Outcomes Reports: The Arkansas IDEA Data & Research Office provided each LEA in the Indicator sample a post-school outcomes report. The report is generated to give LEA's insight to their programs and assist in the development of activities that could improve post-school outcomes. Additionally, the reports are shared with the ADE-SEU and Arkansas Transition Services.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker. The Summit focused on data use for both school age programs and early childhood programs. Ms. Charlotte Alverson of the National Post School Outcomes Center conducted a one-day workshop with school age programs on the use of the PSO Toolkit. The PSO Toolkit focuses on the graduation, dropout, secondary transition and post school outcomes data.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
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 212-214 in the SPP.

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 2010	Percent of noncompliance corrected within one year: 100%

Actual Target Data for FFY 2010:
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
408	408	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
The target for FFY 2010 (2010-11) was 100%. Overall there were 408 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in 2009-10. 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.).

The ADE-SEU Monitoring/Program Effectiveness Section (M/PE), Dispute Resolution Section 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 2009-10 and cleared within one year are presented in Exhibit I-15.1.

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Exhibit I-15.1: Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
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.	Dispute Resolution: Complaints, Hearings	0	0	0
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	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	25	30	30
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.	Dispute Resolution: Complaints, Hearings	0	0	0
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	3	4	4
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	26	26
	Dispute Resolution: Complaints, Hearings	0	0	0
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	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
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	57	68	68
	Dispute Resolution: Complaints, Hearings	0	0	0

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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	2	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
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	18	25	25
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Child Find	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	10	10
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Due Process	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	40	40
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Protection in Evaluation and Procedures for Evaluation of SLD	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	109	109
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Individualized Education Programs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	35	35
	Dispute Resolution: Complaints, Hearings		0	0
Other areas of noncompliance: FAPE and LRE	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	26	26
	Dispute Resolution: Complaints, Hearings	11	22	22
Other areas of noncompliance: Confidentiality and Personnel Development	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	11	11
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			408	408
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%**

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Correction of FFY 2009 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2009 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	408
2. Number of FFY 2009 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)	408
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 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):

There were 408 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2009-10 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.).

The State verified the correction of noncompliance by conducting on-site monitoring, reviewing and verifying the ACSIPs as well as the early childhood deficiency correction plans for each LEA with findings of noncompliance. The State further verified through the student management system as well as on-site monitoring that all individual cases of child specific noncompliance were corrected unless the child was no longer within the jurisdiction of the LEA. An additional review of the student management system examined current year referrals to verify there were no systemic issues. As required under Memo 09-02, the records reviewed in November and December 2011 (as a point in time) by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.

The State will continue to utilize and refine verification protocols to ensure LEA compliance with all requirements of IDEA, including correction of noncompliance.

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

Statement from the Response Table	State's Response
In reporting on correction of findings of noncompliance in the FFY 2010 APR, due February 1, 2012, the State must report that it verified that each LEA with noncompliance identified in FFY 2009: (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 (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 2010 APR, the State must describe the specific actions that were taken to verify the correction. In reporting on Indicator 15 in the FFY 2010 APR, the State must use the Indicator 15 Worksheet. In addition, in responding to Indicators 4A, 11, 12, and 13 in the FFY 2010 APR, the State must report on correction of the noncompliance described in this table under those indicators.	The State has verified that the 408 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), and the 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. 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. Correction of noncompliance related to other indicators as reported in Indicator 15 was addressed under the corresponding indicators.

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 four-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 2010:

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 230 in the SPP.

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 2010	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%**.	(23/23)*100 = **100%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
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 49 signed written complaints received in 2010-2011, investigations were conducted and reports were issued for 23 complaints. Twenty (20) reports were issued within timelines, three (3) reports were issued within extended timelines, and 19 reports had findings. A total of 26 complaints of the 49 filed were withdrawn or dismissed. There were zero complaints pending at the end of the state fiscal year.

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:
- July 2010 – 9th Annual National Academy for Administrative Law Judges (Seattle, WA):
  - 2 Hearing Officers attended
- Oct. 2010 – Due Process Hearing Training by Dr. Perry Zirkel:
  - ADE-SEU staff and 3 Hearing Officers attended

- Jan. 2011 – 17th Annual LRP Special Education School Attorney's Conference (Las Vegas, NV):
    o ADE-SEU Dispute Resolution Administrator attended
- May 2011 – AAEA School Law Review (Little Rock and Rogers):
    o ADE-SEU Dispute Resolution Administrator presented on special education discipline
- May 2011 – 32nd Annual LRP National Institute (Phoenix, AZ):
    o ADE-SEU Dispute Resolution Administrator, the compliance specialist and an attorney representing the Arkansas Attorney General's Office attended

ADE-SEU Staff Professional Development: The Dispute Resolution Administrator provided training for the ADE-SEU staff on the compliant investigation procedure guide.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Lessons Learned from State Compliance Investigations: Due Process Hearings and Case Law: The ADE-SEU Dispute Resolution Administrator and Compliance Specialist presented on Hearings and Complaints.

Restraint & Seclusion: This professional development session focused on the legalities of restraint and seclusion, the problems arising from those actions over the past few years, pending legislation, potential issues for schools, and policies and procedures that schools might establish as related to restraint and seclusion. Work time was allotted throughout the day to discuss and draft potential policies/procedures. There were 104 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2010-11 have been updated in the SPP to reflect activities across the State. See page 237 in the SPP.

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 2010	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party: 100%	
Actual Target Data for 2010-11: 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%**.	(4/4)*100 = **100%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

In 2010-11, there were 30 hearing requests, none of which were an expedited hearing request. Four (4) hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended. Of the remaining 26 requests, 23 were resolved without a hearing and three (3) 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:
- July 2010 – 9th Annual National Academy for Administrative Law Judges (Seattle, WA):
  - 2 Hearing Officers attended
- Oct. 2010 – Due Process Hearing Training by Dr. Perry Zirkel:
  - ADE-SEU staff and 3 Hearing Officers attended
- Jan. 2011 – 17th Annual LRP Special Education School Attorney's Conference (Las Vegas, NV):
  - ADE-SEU Dispute Resolution Administrator attended
- May 2011 – AAEA School Law Review (Little Rock and Rogers):
  - ADE-SEU Dispute Resolution Administrator presented on special education discipline

- May 2011 – 32nd Annual LRP National Institute (Phoenix, AZ):
  - ADE-SEU Dispute Resolution Administrator, the compliance specialist and an attorney representing the Arkansas Attorney General's Office attended

ADE-SEU Staff Professional Development: The Dispute Resolution Administrator provided training for the ADE-SEU staff on the compliant investigation procedure guide.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Lessons Learned from State Compliance Investigations: Due Process Hearings and Case Law: The ADE-SEU Dispute Resolution Administrator and Compliance Specialist presented on Hearings and Complaints.

Restraint & Seclusion: This professional development session focused on the legalities of restraint and seclusion, the problems arising from those actions over the past few years, pending legislation, potential issues for schools, and policies and procedures that schools might establish as related to restraint and seclusion. Work time was allotted throughout the day to discuss and draft potential policies/procedures. There were 104 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ de 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 244 in the SPP.

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 2010	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: 55%

Actual Target Data for: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements: **76.67%**	(23/30)*100 = **76.67%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:
Arkansas had 30 hearing requests, none of which was an expedited hearing request, throughout 2010-11.Thirty (30) of the hearing requests went to resolution sessions with 23 resulting in settlement agreements. The resolution session settlement agreements rate of 76.67% exceeds the target of 55.00%. Of the remaining seven (7) hearing requests four (4) were fully adjudicated and three (3) 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:
- July 2010 – 9th Annual National Academy for Administrative Law Judges (Seattle, WA):
    - 2 Hearing Officers attended
- Oct. 2010 – Due Process Hearing Training by Dr. Perry Zirkel:
    - ADE-SEU staff and 3 Hearing Officers attended
- Jan. 2011 – 17th Annual LRP Special Education School Attorney's Conference (Las Vegas, NV):
    - ADE-SEU Dispute Resolution Administrator attended
- May 2011 – AAEA School Law Review (Little Rock and Rogers):
    - ADE-SEU Dispute Resolution Administrator presented on special education

discipline
- May 2011 – 32nd Annual LRP National Institute (Phoenix, AZ):
  - ADE-SEU Dispute Resolution Administrator, the compliance specialist and an attorney representing the Arkansas Attorney General's Office attended

ADE-SEU Staff Professional Development: The Dispute Resolution Administrator provided training for the ADE-SEU staff on the compliant investigation procedure guide.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Lessons Learned from State Compliance Investigations: Due Process Hearings and Case Law: The ADE-SEU Dispute Resolution Administrator and Compliance Specialist presented on Hearings and Complaints.

Restraint & Seclusion: This professional development session focused on the legalities of restraint and seclusion, the problems arising from those actions over the past few years, pending legislation, potential issues for schools, and policies and procedures that schools might establish as related to restraint and seclusion. Work time was allotted throughout the day to discuss and draft potential policies/procedures. There were 104 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
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 249 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2010

Monitoring Priority: Effective General Supervision Part B — General Supervision
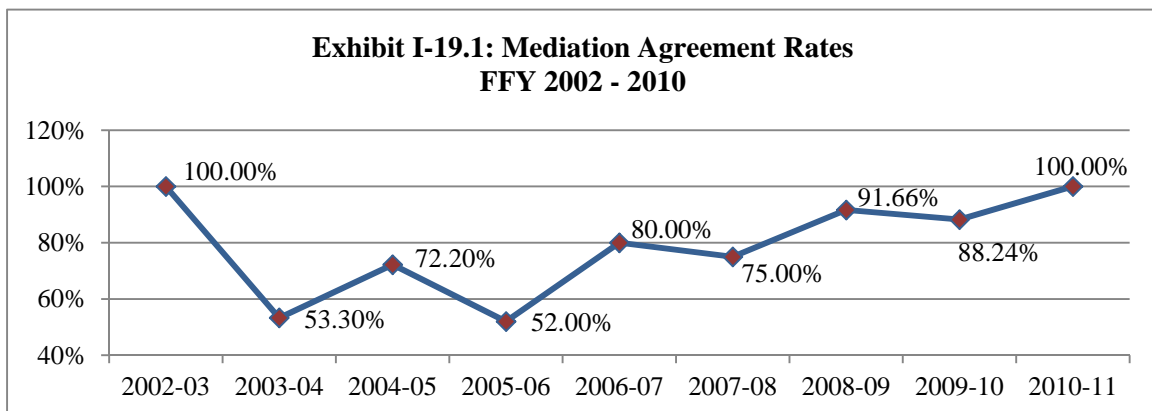
Indicator 19: Mediation Agreements
Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2010	Percent of mediations held that resulted in mediation agreements: 75.00%

Actual Target Data for FFY 2010: One-hundred percent (100%) of mediations requested resulted in mediation agreements.	((1+9)/10)*100 = **100%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010: The ADE and the University of Arkansas at Little Rock Bowen School of Law Mediation Project had 12 mediation requests in 2010-11. One mediation request was related to due process with a mediation agreement reached. There were nine mediations held not related to due process and all nine reached agreements. Additionally, two mediations were withdrawn or not held and no mediation sessions were pending as of June 30, 2011. The mediation agreement rate of 100% exceeds the target of 75%. Exhibit I-19.1 illustrates the mediation agreement rates over the past nine years.

Exhibit I-19.1: Mediation Agreement Rates FFY 2002 - 2010

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:
- July 2010 – 9th Annual National Academy for Administrative Law Judges (Seattle, WA):

- o   2 Hearing Officers attended
- Oct. 2010 – Due Process Hearing Training by Dr. Perry Zirkel:
  - o   ADE-SEU staff and 3 Hearing Officers attended
- Jan. 2011 – 17th Annual LRP Special Education School Attorney's Conference (Las Vegas, NV):
  - o   ADE-SEU Dispute Resolution Administrator attended
- May 2011 – AAEA School Law Review (Little Rock and Rogers):
  - o   ADE-SEU Dispute Resolution Administrator presented on special education discipline
- May 2011 – 32nd Annual LRP National Institute (Phoenix, AZ):
  - o   ADE-SEU Dispute Resolution Administrator, the compliance specialist and an attorney representing the Arkansas Attorney General's Office attended

ADE-SEU Staff Professional Development: The Dispute Resolution Administrator provided training for the ADE-SEU staff on the compliant investigation procedure guide.

The Arkansas Local Education Agency Resource Network (AR-LEARN): AR-LEARN continued to expand its assistance to LEAs in meeting the challenges of providing quality special education services to address the needs of students. More than 1,000 teachers and administrators participated in workshops offered by AR-LEARN. AR-LEARN workshops addressed 13 of APR indicators.

Lessons Learned from State Compliance Investigations: Due Process Hearings and Case Law: The ADE-SEU Dispute Resolution Administrator and Compliance Specialist presented on Hearings and Complaints.

Restraint & Seclusion: This professional development session focused on the legalities of restraint and seclusion, the problems arising from those actions over the past few years, pending legislation, potential issues for schools, and policies and procedures that schools might establish as related to restraint and seclusion. Work time was allotted throughout the day to discuss and draft potential policies/procedures. There were 104 participants.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for FFY 2010:
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 252 in the SPP.

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 2010	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 B. Accurate, including covering the correct year and following the correct measurement: 100% compliance.

Actual Target Data for FFY 2010:

In 2010-11, 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 six of six reports: child count, environment, exiting, personnel, discipline, and Assessment. Dispute Resolution and the MOE/CEIS tables were submitted to the DANS system at DAC.

The data tables loaded into EDFacts and the 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 2010

Part B Indicator 20 Data Rubric

SPP/APR Data - Indicator 20			
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 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

Part B State Annual Performance Report (APR) for FFY 2010

618 Data - Indicator 20

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	22
618 Score Calculation			Grand Total (Subtotal X 2.045) =		45.00

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

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

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.

Grant Award: The IDEA Data & Research Office was awarded a three-year extension of its operating grant through FFY 2013. The IDEA Data & Research Office provides quality data management, analysis, technical assistance, and research for the enhancement of the Arkansas Department of Education's general supervision of local education agencies' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.

Special Education Data Summit: The IDEA Data & Research Office hosted the bi-annual meeting at the Embassy Suites in Little Rock in June 2011. Dr. Alan Coulter, the co-director of DAC was the keynote speaker.

The Summit focused on data use for both school age programs and early childhood programs. Ms. Charlotte Alverson of the National Post School Outcomes Center conducted a one-day workshop with school age programs on the use of the PSO Toolkit. The PSO Toolkit focuses on the graduation, dropout, secondary transition and post school outcomes data.

The IDEA Data & Research staff worked with early childhood programs to analyze early childhood outcomes data across demographics including disabilities and environment. In addition, a preliminary look at the early childhood outcomes data matched to the kindergarten ready assessment (QUALS) was reviewed.

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	250	159	2 Days
Early Childhood WebEx: 2010-11 Reporting requirements and End of Year Data Review	32	36	3
DHS-DDS WebEx: 2010-11 Reporting requirements and End of Year Data Review	93	75	2
School Age WebEx: 2010-11 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

Data Driven Decision Making/Data Teams: The Center for Applied Studies in Education and the IDEA Data & Research Office at UALR, in partnership with the ADE, sponsored two two-day seminars on Data Driven Decision Making/Data Teams. The two-day seminars were presented by Mr. Steve Ventura of The Leadership and Learning Center of Denver, CO.

The first event was held February 17-18, 2011 with registration reaching capacity of 60. The second seminar was presented May 9-10, 2011, again reaching capacity. Additionally, participants of both seminars were provided an opportunity to become certified trainers for the seminar Data Driven Decision Making/Data Teams by attending a three-day certification course. The certification allows a district employee to conduct the training for their district as many times as needed for the next three years. The IDEA Data & Research staff can conduct the training anywhere in the state. Eight participants from three school districts and five IDEA Data & Research staff became certified.. A breakdown of participation is presented below.

Data Driven Decision Making / Data Team Participation

Date	LEA Participants	ADE-SEU Staff/ Consultants Participants	SPDG Staff	IDEA Data & Research Office
02/17-18/2011	49 Individuals representing 19 LEAs	2 individuals ADE-SEU 1 Individual – P.O.I.S.E.	3 Individuals	5 Individuals
05/9-10/2011	49 Individuals representing 12 School Age LEAs 8 Individuals representing 2 Early Childhood LEAs	5 Individuals – Arkansas Transition Services	0	3 Individuals
05/11-13/2011	8 Individuals representing 3 LEAs	0	0	5 Individuals

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

Conference Participation:
IDEA Data & Research staff
- Attended the OSEP Leadership Conference, August, 2010
- Participated in the National Post School Outcomes Center meeting, March, 2011 in Denver, CO
- Attended the EDFacts meeting and the EIMAC spring and fall meetings
- Participated on 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 included information on upcoming data submissions, training opportunities, and important resources. The newsletter was e-mailed to all LEA Special Education Supervisors and Early Childhood Coordinators.

Data Accountability Center: 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 2010.

ADE Initiatives: 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 an integral part of this effort

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2010:
No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See page 259 in the SPP.