

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



PART B ANNUAL PERFORMANCE REPORT
2011-12

F e b r u a r y 1, 2 0 1 3



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 30, 2013

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of Education**

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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, 2013 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 SPP and APR, 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
Associate Director
Special Education Unit

Enclosures

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Part B State Annual Performance Report (APR) for FFY 11 (2011-12)

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Part B State Annual Performance Report (APR) for FFY 2011

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

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

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

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

Further changes suggested by the stakeholder group were made in November 2005 while additional data and targets were assembled. The SPP was posted on the 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, 2013, 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 ADE-SEU website.

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Monitoring Priority: FAPE in the LRE

Indicator 01: Graduation Rates

Percent of youth with IEPs graduating from high school with a regular diploma
(20 U.S.C. 1416(a)(3)(A))

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

States must report using the adjusted cohort graduation rate required under the ESEA.

FFY	Measurable and Rigorous Target
FFY 2011	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%.
<p>Actual Target Data: The percent of youth with IEPs graduating from high school with a regular diploma is 75.31%. There were 4,013 ninth grade students receiving special education and related services identified for the cohort, of which 3,022 graduated in four years.</p> <p><small>Note: graduation rates are reported a year in arrears.</small></p>	

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://www.arkansased.org/public/userfiles/Public_School_Accountability/School_Performance/Accountability_Workbook_with_2010_Amendments.pdf

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

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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, Office of Elementary and Secondary Education and in accordance with 34 C.F.R. § 200.19(b)(1)(i)-(iv), Arkansas complies with ESEA 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 2011:

The target for FFY 2011 is 85% for students with disabilities graduating from high school with a regular diploma as established in the State's accountability workbook. However, the rate calculated using 2010-11 data is 75.31%. The FFY 2010 rate (which used 2009-10 data) represented a new baseline year. Therefore this is the first year for reporting progress or slippage. Although the rate has remained relatively the same, it does represent a 0.45 percentage point slippage from the baseline rate of 75.76%.

Arkansas expects to see the rate increase over the next few years as the targeted activities focusing on dropout prevention, secondary transition, and post-school outcomes continue to take hold across the state. Arkansas is working closely with three OSEP technical assistance centers: National Dropout Prevention Center for Students with Disabilities (NDPC-SD), National Post-School Outcomes Center for Students with Disabilities (NPSO-SD), and the National Secondary Transition Technical Assistance Center (NSTTAC).

In June 2012, Arkansas received approval for ESEA Flexibility. One goal of the Flexibility plan is

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to reduce the graduation rate gap by half by 2016-17 school year. The four-year adjusted cohort graduation rates are used as an additional indicator in identifying high schools for Focus or Priority status. Schools in Priority or Focus status are required to implement meaningful interventions based on turn around principles using the transformation model as outlined beginning on page 89 of the ESEA Flexibility plan located at <http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf>

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

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

Statement from the Response Table	State’s Response
The State must provide a revised SPP that reflects the revisions to the baseline for this indicator with its FFY 2011 APR, due February 1, 2013.	The State has updated the SPP on page 7 to reflect that FFY 2010 was a baseline year using the ESEA four-year cohort calculation.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

There were no revisions to the proposed targets. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 7 (FFY 2010), 19-20 of the SPP.

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Monitoring Priority: FAPE in the LRE**Indicator 02: Dropout Rates**

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

Measurement:

Same data as used for reporting to the Department under IDEA section 618.

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

FFY	Measurable and Rigorous Target
FFY 2011	The target for the percent of youth with IEPs dropping out of high school is 4.20%.
Actual Target Data: Arkansas has chosen to maintain the previous calculation as optioned to states by OSEP. In 2010-11, 2.92% 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:

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 and students who pursue taking the General Educational Development test leading to a General Equivalency Diploma (GED).

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.

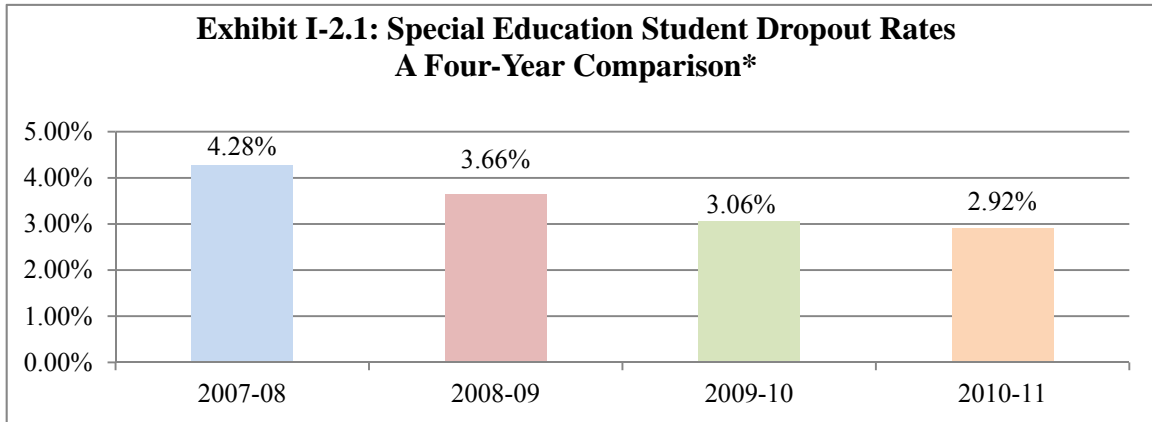
Number of youth with IEPs dropping out of high school	Number of youth with IEPs in grades 7-12 enrollment (Oct. count).	Percent of youth with IEPs dropping out of high school
662	22,709	2.92%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Based on the ESEA data for students in grades 7-12, in the 2010-11 school year, the special education dropout rate was 2.92%; an improvement from the 2009-10 dropout rate of 3.06%. Arkansas met the target by 1.28 percentage points. In 2010-11, Arkansas had 31.78% fewer students with disabilities dropping out of school when compared to the 2007-08 baseline year. The 2.92% rate demonstrates the continual efforts being undertaken in the State to reduce the number of students with disabilities dropping out of school. Exhibit I-2.1 below illustrates the change in the dropout rate

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for the past three years.



* Note: Dropout rates are reported a year in arrears.

Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities, have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

There were no changes to the proposed targets or activities. Improvement activities were expanded in the SPP to incorporate the various activities conducted across the State. See pages 35-36 of the SPP

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Monitoring Priority: FAPE in the LRE

Indicator 03: Assessment

Participation and performance of children with disabilities on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO 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.	A.2 AMO percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AMO 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 scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target									
FFY 2011	Districts Meeting AMO for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2011	17.15%		Math		Reading		Math		Reading	
			95.00%		95.00%		51.44%		45.22%	
Actual Target Data for FFY 2011	#	%	#	%	#	%	#	%	#	%
	50/258	19.38	30,759	98.61	28,623	98.81	13,778	45.42	10,198	36.06

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Actual Target Data for FFY 2011:**3.A2 - AMO**

Percent of the districts with a disability subgroup that meets the State’s minimum “n” size and meets the State’s AMO targets for the disability subgroup is 19.38%.

Year	Total Number of Districts	Number of Districts Meeting the “n” size	Number of Districts that meet the minimum “n” size and met AMO for FFY 2011	Percent of Districts
FFY 2011	258	233	50	19.38

3. B - Actual Participation Data for FFY 2011

Math Assessment	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
	3	4	5	6	7	8	HS	#	%
a Children with IEPs	4,512	4,462	4,343	4,099	4,008	3,806	5,529	30,759	100.00%
b IEPs in regular assessment with no accommodations	1,615	1,431	1,187	989	901	892	1,067	8,082	26.29%
c IEPs in regular assessment with accommodations	2,325	2,488	2,582	2,551	2,530	2,310	1,883	16,669	54.19%
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	517	504	535	517	537	562	2,409	5,581	18.15%
g Overall (b+c+d+e+f) Baseline	4,457	4,423	4,304	4,057	3,968	3,764	5,359	30,332	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.	55	39	39	41	39	41	169	421	1.39%

Reading Assessment	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
	3	4	5	6	7	8	11	#	%
a Children with IEPs	4,512	4,462	4,343	4,099	4,008	3,806	3,393	28,623	100.00%
b IEPs in regular assessment with no accommodations	1,615	1,431	1,187	989	901	892	842	7,857	27.45%
c IEPs in regular assessment with accommodations	2,325	2,488	2,581	2,551	2,530	2,310	1,741	16,526	57.74%
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

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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	517	504	535	517	537	562	728	3,900	13.63%
g	Overall (b+c+d+e+f) Baseline	4,457	4,423	4,303	4,057	3,968	3,764	3,311	28,283	98.81%
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.	55	39	40	42	40	42	82	340	1.19%

3. C – Actual Performance Target Data for FFY 2011

Math Assessment		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	HS	#	%
a	Children with IEPs	4,457	4,423	4,304	4,057	3,968	3,764	5,359	30,332	100.00%
b	IEPs in regular assessment with no accommodations	1,190	812	523	346	328	222	421	3,842	12.67%
c	IEPs in regular assessment with accommodations	1,075	894	689	643	719	468	791	5,279	17.40%
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	457	390	399	362	394	368	2,287	4,657	15.35%
g	Overall (b+c+d+e+f) Baseline	2,722	2,096	1,611	1,351	1,441	1,058	3,499	13,778	45.42%

Reading Assessment		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	11	#	%
a	Children with IEPs	4,457	4,423	4,303	4,057	3,968	3,764	3,311	28,283	100.00%
b	IEPs in regular assessment with no accommodations	1,001	797	622	308	301	275	144	3,448	12.19%
c	IEPs in regular assessment with accommodations	564	731	790	416	596	523	192	3,812	13.48%
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

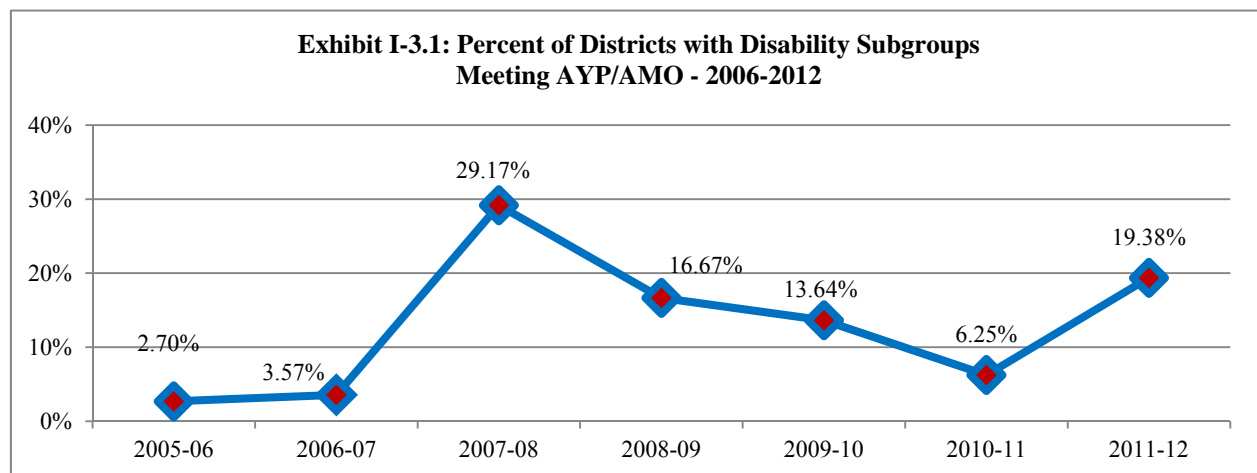
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f	IEPs in alternate assessment against alternate standards	398	337	388	389	404	396	626	2,938	10.39%
g	Overall (b+c+d+e+f) Baseline	1,963	1,865	1,800	1,113	1,301	1,194	962	10,198	36.06%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

AMO:

The 2011-12 Annual Measurable Objectives (AMO) rate for Arkansas districts with disability subgroups is 19.38%. Arkansas received ESEA Flexibility and applied the new AMO measurement to the 2011-12 Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) results to determine school and district ESEA status for the 2012-13 school year. As seen below in Exhibit I-3.1 the shift from the Adequate Yearly Progress (AYP) calculation to the AMO calculation approved in Arkansas’ Flexibility application resulted in a significant increase in the percentage of districts meeting AYP/AMO.

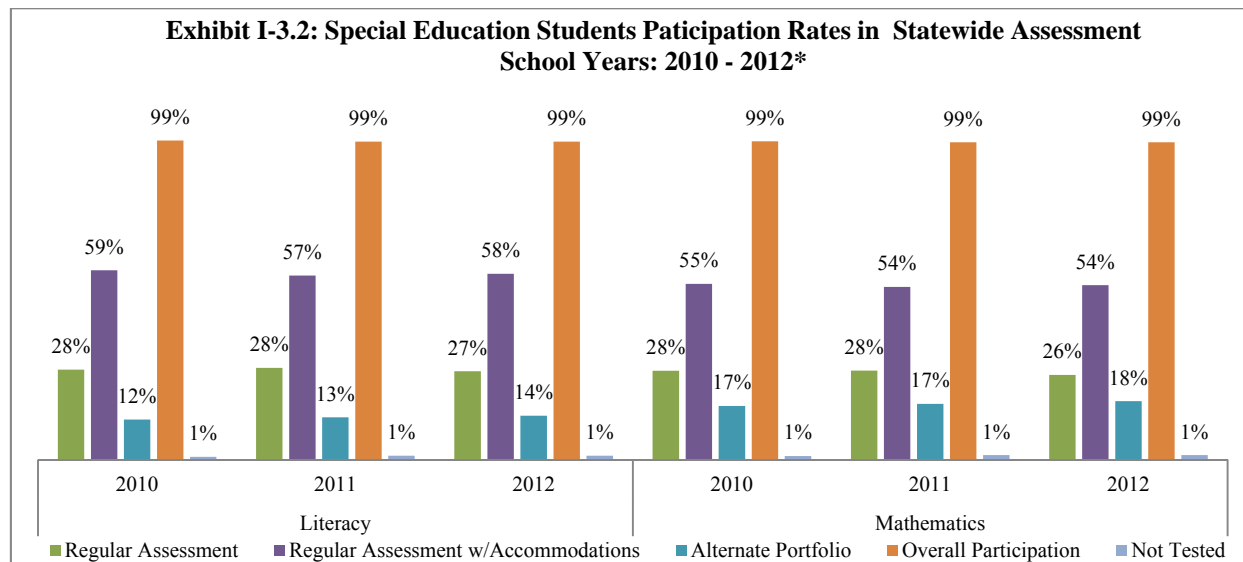


**Participation:
Mathematics**

The participation target is 95%; the 2011-12 participation rates remained the same at 98.61% (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 Student Assessment 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.

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**Literacy**

The participation target is 95%; the 2011-12 participation rates increased to 98.81% from 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 steady with less than a one percentage point shift. The ADE Student Assessment 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.

Performance Proficiency:

The proficiency rate for students with disabilities increased both in mathematics and literacy for 2011-12. 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. The steady increase in the overall proficiency rate represents 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/beta/Advsearch>.

To conduct an advanced search:

- Select district and scroll to bottom and click “search”
- Once the results are loaded click on district name to access district dashboard

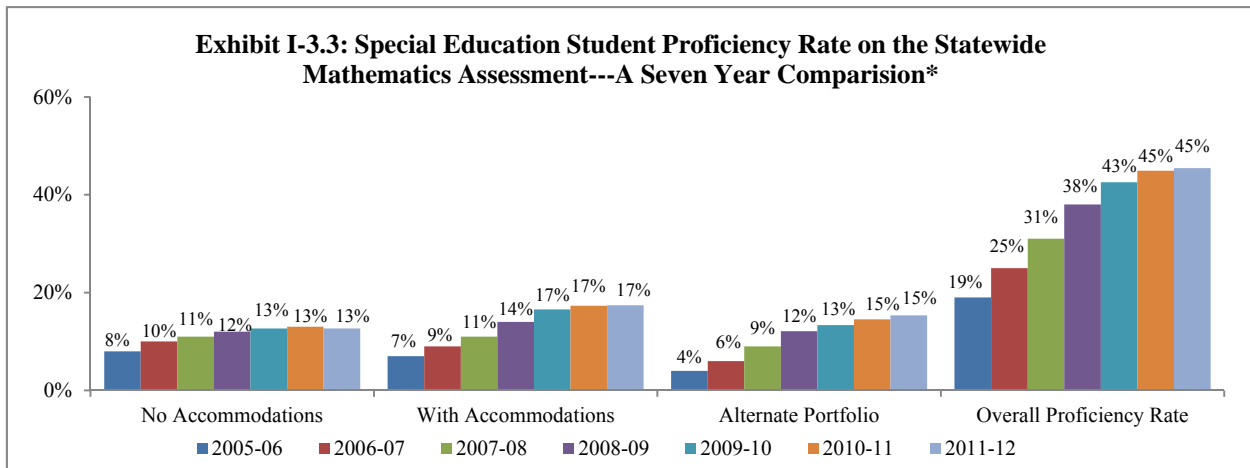
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- Then go to dropdown menu and select ESEA accountability report. The same process is used to view school level information.

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 in the profile section <https://arksped.k12.ar.us/sections/dataandresearch.html>

Mathematics

Arkansas received Flexibility approval in 2012 with a target to reduce proficiency, growth, and graduation rate gaps by half by 2016-17. For the purpose of the SPP and APR, Arkansas will maintain the previous established proficiency targets. The target for 2011-12, for students with disabilities, is 51.44%. The mathematics proficiency rate reached 45.42%, missing the target by 6.02 percentage points. This is the smallest increase in mathematics proficiency Arkansas has seen in seven years. However, the 2011-12 rate is a 1.25% increase from 2010-11 and a 139% increase since the 2005-06 school year. Exhibit I-3.3 displays a seven-year comparison of mathematics proficiency.

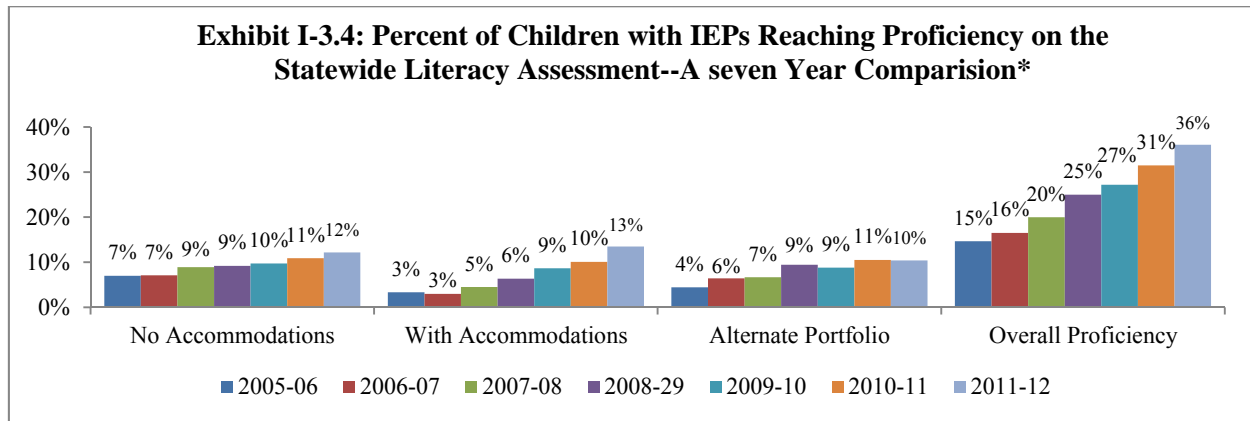


*Percentages are rounded

Literacy

Arkansas received Flexibility approval in 2012 with a target to reduce proficiency, growth, and graduation rate gaps by half by 2016-17. For the purpose of the SPP and APR, Arkansas will maintain the previous established proficiency targets. The target for 2011-12 for students with disabilities is 45.22%. The overall literacy proficiency rate reached 36.06%, a 33.38% increase from the previous year and a 140% increase since the 2005-06 school year. A seven year comparison is presented in Exhibit I-3.4.

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*Percentages are rounded

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

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 54-55 of the SPP.

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Monitoring Priority: FAPE in the LRE

Indicator 04: Rates of Suspension and Expulsion

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

- 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 2011	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

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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 2010-11, 580 children with disabilities (aged 3-21) had out-of-school suspensions greater than 10 days or were expelled. Through the State’s monitoring system, 28 of 273 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 10.26%.		
Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
273	28	10.26%

Review of Policies, Procedures, and Practices: For each of the 28 LEAs that the State identified in 2010-11 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. The State verified each LEA’s self-assessment 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 conducted a self-assessment of policies, procedures, and practices that were submitted to the ADE-SEU Monitoring and Program Effectiveness (M/PE) section. The self-assessments were reviewed for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district accessed any of the ADE-SEU technical assistance consultants. When necessary, districts were contacted for clarification, and directed to resubmit. If a district failed to comply with any requests, the Associate Director of Special Education was notified for further action. Once the reviews are 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 2011 for 4A:

In 2010-11, the unduplicated count of students suspended or expelled for greater than 10 days increased from 437 to 580; an increase of 143 students. The count of students in 2010-11 is closer to the 2008-09 count of 636. The number of districts identified as having a significant difference also rose from 19 in 2009-10 to 28 in 2010-11. This is the highest rate Arkansas has seen; resulting in slippage and failure to meet the 6.23% target by 4.03 percentage points.

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

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collected in the student management system for all children. There are also issues around the use of the appropriate action taken codes at the local level. A recent analysis of all expulsion records found some school buildings are coding students as expelled when in reality a change of location of services (special education and general education) has occurred such as an alternative learning environment (ALE) program.

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. Often special education staff is not notified until situations escalate. Arkansas continues to provide districts with technical assistance around discipline tracking and the use of positive behavior supports through its State Personnel Development Grant.

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 2010 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	0
2. Number of FFY 2010 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 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 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

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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 2011 (using 2010-2011 data)	0%

Definition of Significant Discrepancy and Methodology

The measurement for 4B uses a percent difference calculation within the LEA. 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 within the LEA. 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/ethnicity

In 2010-11, there were 19 districts excluded for identification because the child count did not exceed 40 students. Three (3) districts were excluded for a particular race/ethnicity because the child count did not exceed 10 students in a particular race/ethnicity.

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

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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 2011 (using 2010-2011 data)	273	11	4.03%

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 2011 (using 2010-2011 data)	273	0	0%

Review of Policies, Procedures, and Practices

Each of the 11 LEAs that the State identified in 2010-11 as having a Significant Discrepancy by Race or Ethnicity completed a self-assessment of policies, procedures, and practices related to discipline. The State reviewed LEAs' self-assessments 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 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 conducted a self-assessment of policies, procedures, and practices that were submitted to the ADE-SEU Monitoring and Program Effectiveness (M/PE) section. The self-assessments were reviewed for procedural safeguards related to discipline, functional behavior assessments, positive behavioral supports, and intervention planning as well as if the district accessed any of the ADE-SEU technical assistance consultants. When necessary, districts were contacted for clarification, and directed to resubmit. If a district failed to comply with any requests, the Associate Director of Special Education was notified for further action. Once the reviews are completed the Associate Director of Special Education sends a letter informing the district superintendent and special education administrator of the district's compliance.

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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 as having a significant discrepancy are required to submit self-assessments. The Disproportionality Self-Assessment is available on the special education website at

https://arksped.k12.ar.us/documents/data_n_research/SelfAssesmentSeptember2012.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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred during FFY 2011 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 2010 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	0
2. Number of FFY 2010 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 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 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

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Targeted Activities for 4A and 4B:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

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 72-73 in the SPP.

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Monitoring Priority: FAPE in the LRE

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

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day;
- C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

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

FFY	Measurable and Rigorous Target
FFY 2011	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 2011:

A. 53.26% 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
27,439	51,515	53.26%

B. 12.52% 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
6,449	51,515	12.52%

C. 2.70% of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements.

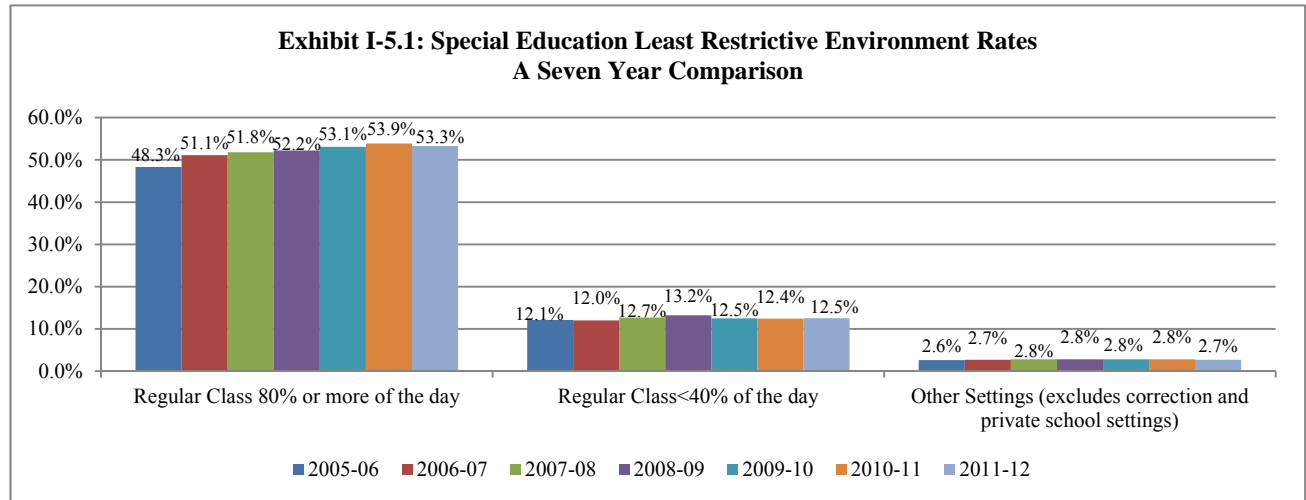
Number of children with IEPs served in separate schools, residential facilities, or homebound/ hospital placements.	Total number of students aged 6 through 21 with IEPs	Percent
1,392	51,515	2.70%

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Regular Classroom 80% or More of the Day

In 2011-12, 53.26% 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 6.51 percentage points as seen in Exhibit I-5.1. For the first time since the baseline year of the APR, the percentage of children with IEPs served in the regular classroom 80% or more of the day declined slightly (53.87% in 2010-11).



Arkansas did not meet the proposed target and had a slippage of 0.6 percentage points for the percentage of students receiving services in the regular classroom 80% or more of the day. The slight decrease may be a leveling off after six-years of increases. Additionally, the rate has increased by 10.27% since the 2005-06 school year. The stability of the rate can in part be attributed to 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 remain relatively unchanged.

Regular Classroom <40% of the Day

The percentage of children with IEPs who were in the regular class less than 40% of the day increased to 12.52%, an increase of 0.10 percentage points from the 2010-11 rate of 12.42%. Besides having slippage, Arkansas missed the target of 12.51% by 0.01 percentage points. 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 delivery of secondary instruction necessitates the offering of an array of core special

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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 2.70%. Although the rate has held steady around 2.8% for the past five years, this decline matches the 2006-07 rate as illustrated above in Exhibit I-5.1 Although the declining rate does represent progress, Arkansas failed to meet the target of 2.56%. 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 monitors the special education programs in approved 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:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2011:**

There were no revisions to the proposed targets for FFY 2011. 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 2011 were updated in the SPP to reflect activities undertaken across the State. See pages 86-87 in the SPP.

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Monitoring Priority: FAPE in the LRE

Indicator 06: Percent of preschool children with IEPs aged 3 through 5

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

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

FFY	Measurable and Rigorous Target
FFY 2011	<p>A. 31.00% = (4,116 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 (13,276 children aged 3 through 5 with IEPs) x 100.</p> <p>B. 27.63% = (3,668/ children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by (13,276 children aged 3 through 5 with IEPs)] x 100</p>

Actual Target Data for FFY 2011:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

FFY 2011 is a baseline year. No progress or slippage can be reported. Thirty-one percent of Arkansas’ children with disabilities (CWD) ages 3-5 attend a regular preschool and receive the majority of their special education and related services in the regular preschool program. Children with disabilities ages 3-5 attending a regular preschool program but receiving their services in a location away from their non-disabled peers represent 37.93% of Arkansas’ early childhood special education population.

Additionally, 27.63% children with disabilities ages 3-5 attend a separate special education class, separate school, or residential facility. Of these three settings, the majority of the children receive services in separate schools (3,241 students) through an inter-agency agreement with the Arkansas Department of Human Services Division of Developmental Disability Services (DHS-DDS) Children Services Section.

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Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2011:**

No revisions were made to the proposed targets. Updates have been made to the improvement activities in the SPP. See pages 96-97.

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

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

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

Measurement:

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

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

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

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

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

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

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

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<p>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</p> <p>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.</p>
<p>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</p>
<p>1. Of those children who entered or exited 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</p> <p>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.</p>
<p>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</p> <p>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.</p>
<p>Outcome C: Use of appropriate behaviors to meet their needs</p>
<p>1. Of those children who entered or exited 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</p> <p>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.</p>
<p>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</p> <p>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.</p>

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FFY	Measurable and Rigorous Target	
FFY 2011	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 2011:

In 2011-12, 5,572 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 458 children from 2010-11.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	73	1.31%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	347	6.23%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,349	24.21%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,120	38.05%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,683	30.20%
Total	N= 5,572	100%

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B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	70	1.26%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	426	7.65%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,862	33.42%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,414	43.32%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	800	14.36%
Total	N= 5,572	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	46	0.83%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	266	4.77%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	912	16.37%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,242	40.24%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	2,106	37.80%
Total	N= 5,572	100%
Summary Statements: Targets		
A. Positive social-emotional skills (including social relationships):		% of children
1. Of those preschool children who entered or exited 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.		89.20%
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.		68.25%
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy):		% of children
1. Of those preschool children who entered or exited 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.		89.81%
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.		57.68%
C. Use of appropriate behaviors to meet their needs:		% of children
1. Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		91.00%
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.		78.03%

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**Positive social-emotional skills (including social relationships)**

There were 5,572 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 89.20% 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 2010 year of 89.61%, and it falls short of the 90.50% target by 1.30 percentage points.

Of the 5,572 children with entry and exit assessment data, 68.25% of children were functioning within age level by the time they turned six or exited the program. This represents progress with an increase of 1.67 percentage points; however, the increase was not enough to overcome two declining years to meet the target of 69.50%.

Overall, 68.25% reached or maintained functioning at a level comparable to same-age peers. Additionally, 24.21% of children improved functioning nearer to same-age peers, a decrease of 1.76 percentage points; however, there was a slight increase in the number of children. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased to 6.23%, and children who did not improve functioning fell from 2.14% in 2010-11 to 1.31% in 2011-12.

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

There were 5,572 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 89.81% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is a decrease of 0.50 percentage points from the FFY 2010. This represents a slippage from the FFY 2010 and falls below the target of 90.50% by 0.69 percentage points.

Of the 5,572 children with entry and exit assessment data, 57.68% of children were functioning within age level by the time they turned six or exited the program. This represents progress from the FFY 2010 rate of 57.43%; however the increase was not enough to meet the target of 60.50%.

Overall, 57.68% reached or maintained functioning at a level comparable to same-age peers. Additionally, 33.42% of children improved functioning nearer to same-age peers, a decrease of 0.81 percentage points. Although the rate has declined, the number of children making improvement but not reaching a level nearer to same age peers increased by 101 children. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers rose to 7.65% from 6.59% in 2010-11. In 2011-12, the rate of children who did not improve functioning declined to 1.26% from 1.75% in 2010-11.

Use of appropriate behaviors to meet their needs

There were 5,572 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 91.00% 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 2010 rate of 90.82%, but falls short of the 92.50% target by 1.50 percentage points.

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Of the 5,572 children with entry and exit assessment data, 78.03% of children were functioning within age level by the time they turned six or exited the program. This also represents an increase from the FFY 2010 rate of 76.69%.

Overall, 76.69% reached or maintained functioning at a level comparable to same-age peers. Additionally, 16.37% of children improved functioning nearer to same-age peers, a decrease of 0.97 percentage points. Although the rate has declined, the number of children who improved functioning nearer to same-age peers increased. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers increased slightly to 4.77% from 4.51% and children who did not improve functioning decreased to 0.83% from 1.46% in 2010-11.

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:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Targets have been established in the SPP and improvement activities were updated to reflect activities across the State. See pages 116-117.

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Monitoring Priority: FAPE in the LRE**Indicator 08: Parent Involvement**

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = Number of respondent parents who report school facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Target		
FFY 2011	Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100. <ul style="list-style-type: none"> • Early Childhood: 88.00% • School Age: 96.00% 		
Actual Target Data for FFY 2011:			
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	3,397	3,664	92.71%
School Age	16,640	17,483	95.18%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:**Early Childhood**

Local education agencies and DHS-DDS sub-grantees with early childhood programs conducted family outcome surveys for the 2011-12 school year. Overall, 3,664 surveys were collected, of which 3,397 respondents (92.71%), reported the school facilitated parent involvement as a means for improving services and results for children with disabilities, exceeding the target rate of 88.00% by 4.71 percentage points.

School Age

Local education agencies with special education school age programs conducted family outcome surveys for the 2011-12 school year. Overall, 17,483 surveys were collected, a decline in the response rate of 320 surveys. Of those surveys, 16,640 respondents (95.18%), reported the school

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facilitated parent involvement as a means for improving services and results for children with disabilities. The 95.18% rate is an increase over the 2010-11 rate of 95.05% indicating progress but it does fall short of the target rate of 96.00% by 0.82 percentage points.

The ADE-SEU continues to take steps to ensure that LEAs are offering parents the opportunity to participate. 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; and (2) submit the survey 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 scan forms to the IDEA Data & Research Office for scanning.

Representativeness of Respondents

The number of responding parents/guardians increased in 2011-12 for early childhood while the number fell for school age programs. Representativeness of the respondents shows many racial/ethnic groups and disabilities remain under-represented when compared to December 1, 2011 child count. Part of the under-representation is associated with race/ethnic group and/or disability category not being marked on the surveys by the respondents.

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 2011-12. Using a +/- 3% as the criteria to identify over- or under-representativeness, families of CWD in early childhood programs are under-represented in two racial groups as well as the ethnic group Hispanic and over-represented in three racial groups. Additionally, families of CWD in school age programs are under-represented in all racial and ethnic groups except white.

Table I-8.1 Percentage Difference in Racial and Ethnic groups in December 2011 Child Count and 2011-12 Family Survey Respondents by Program Type

	Asian	Black	Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more races	White
Early Childhood	-36.74	-19.27	-16.58	236.48	13.78	48.75	2.76
School Age	-29.56	-31.71	-36.15	-3.70	-71.24	-47.03	1.40

These findings indicate the continual need for training on the family surveys 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 response table.

Early Childhood

The 2011-12 representativeness by race and disability reflects a marked improvement; however, using the +/- 3% criteria, only one category is under-represented, Black. The relative difference of child count demographics to early childhood respondents shows improvement from the previous years. Even with improved representativeness, there is a need for continual training on the preparation, collection, and submission of the family surveys. A breakdown of early childhood

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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%	2.55%	2.55%	0.00%	0.00%	0.00%	0.00%	1.19%	1.19%	0.00%	0.62%	0.62%
Autism	0.00%	0.00%	0.00%	0.03%	0.00%	-0.03%	0.15%	0.49%	0.34%	0.06%	0.14%	0.07%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%
Hearing Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.05%	0.03%	-0.02%	0.04%	0.03%	-0.01%
Multiple Disabilities	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.21%	0.14%	-0.08%	0.03%	0.22%	0.19%
Other Health Impairment	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.07%	0.03%	-0.05%	0.04%	0.27%	0.23%
Orthopedic Impaired	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%
Developmental Delay	0.00%	1.06%	1.06%	0.42%	0.22%	-0.20%	24.52%	17.57%	-6.95%	7.45%	4.64%	-2.81%
Speech Impaired	0.00%	0.57%	0.57%	0.21%	0.19%	-0.02%	4.50%	4.40%	-0.10%	1.10%	1.19%	0.10%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	-0.02%	0.00%	0.11%	0.11%
Vision Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.01%	0.00%	-0.01%	0.01%	0.00%	-0.01%
Total*	0.00%	1.68%	1.68%	0.69%	0.43%	-0.25%	29.53%	22.64%	-6.88%	8.72%	6.65%	-2.07%
	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%	0.05%	0.05%	0.00%	0.00%	0.00%	0.00%	0.11%	0.11%	0.00%	2.06%	2.06%
Autism	0.01%	0.08%	0.07%	0.00%	0.00%	0.00%	0.04%	0.03%	-0.01%	1.03%	1.11%	0.08%
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%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.21%	0.16%	-0.05%
Multiple Disabilities	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.01%	0.05%	0.05%	0.39%	0.38%	-0.01%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.24%	0.38%	0.14%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%	0.18%	0.14%	-0.04%
Developmental Delay	0.12%	0.30%	0.18%	0.13%	0.14%	0.01%	1.50%	2.28%	0.78%	39.68%	32.50%	-7.18%
Speech Impaired	0.06%	0.16%	0.11%	0.04%	0.05%	0.02%	0.64%	0.79%	0.15%	16.70%	23.21%	6.51%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.05%	0.03%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.04%	0.08%	0.04%
Total*	0.19%	0.57%	0.38%	0.17%	0.19%	0.02%	2.21%	3.18%	0.97%	58.50%	58.05%	-0.45%

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 improvement. The 2011-12 representativeness by race and disability using the +/- 3% criteria, reveals an under-representation in two categories, Black and Hispanic. However, over 5% of the surveys returned did not indicate the race and/or disability. Even with improved representativeness, there is a need for continual 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%	5.30%	5.30%	0.00%	0.04%	0.04%	0.00%	0.95%	0.95%	0.00%	0.46%	0.46%
Autism	0.00%	0.27%	0.27%	0.10%	0.10%	0.00%	0.75%	0.54%	-0.22%	0.40%	0.25%	-0.15%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.01%	0.01%
Emotional Disturbance	0.00%	0.05%	0.05%	0.00%	0.01%	0.00%	0.26%	0.13%	-0.13%	0.06%	0.05%	-0.01%
Hearing Impaired	0.00%	0.05%	0.05%	0.02%	0.01%	-0.01%	0.19%	0.15%	-0.03%	0.14%	0.10%	-0.04%
Multiple Disabilities	0.00%	0.14%	0.14%	0.03%	0.03%	0.00%	0.64%	0.50%	-0.14%	0.19%	0.09%	-0.10%
Intellectual Disability	0.00%	0.58%	0.58%	0.04%	0.03%	0.00%	4.07%	2.76%	-1.31%	0.84%	0.54%	-0.29%
Other Health Impairment	0.00%	1.03%	1.03%	0.04%	0.02%	-0.02%	3.67%	2.12%	-1.56%	0.60%	0.39%	-0.21%
Orthopedic Impaired	0.00%	0.05%	0.05%	0.01%	0.01%	0.00%	0.06%	0.05%	-0.01%	0.03%	0.01%	-0.01%
Speech Impaired	0.00%	0.96%	0.96%	0.30%	0.14%	-0.17%	5.65%	3.02%	-2.63%	2.61%	1.22%	-1.39%
Specific Learning Disability	0.00%	2.40%	2.40%	0.11%	0.06%	-0.04%	8.87%	6.28%	-2.59%	3.09%	1.95%	-1.14%
Traumatic Brain Injury	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.09%	0.06%	-0.03%	0.02%	0.01%	-0.01%
Vision Impaired	0.00%	0.01%	0.01%	0.01%	0.01%	0.01%	0.11%	0.06%	-0.05%	0.02%	0.02%	0.00%
Total*	0.00%	5.58%	5.58%	0.65%	0.42%	-0.23%	24.35%	15.68%	-8.67%	8.00%	4.64%	-3.35%
	Native American/Alaska Native			Native Hawaiian/Pacific Islander			Two or more races			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	0.08%	0.08%	0.00%	0.01%	0.01%	0.00%	0.11%	0.11%	0.00%	3.12%	3.12%
Autism	0.04%	0.05%	0.01%	0.01%	0.01%	-0.01%	0.12%	0.07%	-0.04%	4.27%	4.27%	0.00%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.04%	0.03%
Emotional Disturbance	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.04%	0.01%	-0.03%	1.01%	0.72%	-0.29%
Hearing Impaired	0.01%	0.01%	0.01%	0.02%	0.01%	-0.01%	0.00%	0.00%	0.00%	0.61%	0.44%	-0.17%
Multiple Disabilities	0.01%	0.02%	0.01%	0.00%	0.00%	0.00%	0.03%	0.05%	0.02%	1.68%	1.84%	0.16%
Intellectual Disability	0.06%	0.07%	0.01%	0.06%	0.01%	-0.05%	0.12%	0.08%	-0.04%	5.48%	5.55%	0.07%
Other Health Impairment	0.15%	0.10%	-0.05%	0.02%	0.01%	-0.01%	0.26%	0.09%	-0.17%	11.47%	10.63%	-0.84%
Orthopedic Impaired	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.29%	0.25%	-0.03%
Speech Impaired	0.19%	0.11%	-0.08%	0.06%	0.02%	-0.05%	0.56%	0.18%	-0.37%	17.86%	16.22%	-1.64%
Specific Learning Disability	0.30%	0.28%	-0.02%	0.10%	0.02%	-0.08%	0.45%	0.25%	-0.20%	21.23%	21.72%	0.49%
Traumatic Brain Injury	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.19%	0.20%	0.01%
Vision Impaired	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.25%	0.26%	0.01%
Total*	0.77%	0.66%	-0.11%	0.28%	0.07%	-0.21%	1.59%	0.74%	-0.86%	64.36%	62.15%	-2.21%

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

*Total excludes not reported

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

No changes were made to the proposed targets. Revisions to improvement activities, timelines, and resources for FFY 2011 were updated in the SPP to reflect activities undertaken across the State. See pages 125-126 in the SPP.

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Monitoring Priority: Disproportionality**Indicator 09: Disproportionality**

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2011, describe how the State made its annual determination that the disproportionate representation it identified (over- 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 2011 reporting period, i.e., after June 30, 2012. If inappropriate identification is identified, report on corrective actions taken.

Disproportionality/Over-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 also applies secondary criteria along with the risk ratio.

Over-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. Students receiving services in a private residential treatment program 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

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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, Disproportionate Representation is defined as a district that has risk ratios greater than 4.00 for over-representation.

In 2011-12, 16 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	247	0	142	5	170	0	254	0	7	43	248	0

FFY	Measurable and Rigorous Target
FFY 2011	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 2011: 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
0	255
	Percent
	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011

In 2011-12, using the Westat Risk Ratio spreadsheet, applying the criteria outlined above Arkansas found zero (0) LEAs to have over-representation in any racial/ethnic category; therefore, zero districts had disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification.

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Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See pages 133-134 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 2011, describe how the State made its annual determination that the disproportionate representation it identified (over- 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 2011, i.e., after June 30, 2012. 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-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. Students receiving services in a private residential treatment program 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 are generated for each of the six disability categories.
3. Further, risk ratios are considered invalid if (1) the district enrollment of a racial or ethnic group is less than 5% or (2) the number of students in a disability category is below 40.

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Once adjusted with the above criteria, weighted risk ratios greater than 4.00 are considered an over-representation.

In 2011-12, 16 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	247	142	170	254	7	248

FFY	Measurable and Rigorous Target	
FFY 2011	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 2011:		
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
	0	255
		Percent
		0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

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 https://arksped.k12.ar.us/documents/data_n_research/SelfAssesmentSeptember2012.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 2011-12 school year, 6 of 255 districts were identified with over-representation of racial and ethnic groups in specific disability categories when applying the State’s criteria to the risk

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ratios. Districts with risk ratios greater than 4.00 were identified as having over-representation. The variance in over-representation is more widely dispersed, with a low of 4.13 and a high of 9.04.

Each of the 6 identified districts was required to conduct and submit 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 review of policies, procedures, and practices resulted in zero findings of noncompliance.

As presented in Exhibit I-10.1, within the six primary disability categories reveals zero districts are identified as having over-representation in the racial groups of American Indian, Pacific Islander, Asian, two or more, or the ethnic group Hispanic. The two dominant racial groups in the state, black and white, were found to have over-representation in two separate disability categories. Students in the racial group of black are over-represented in the category of Intellectual Disability in four districts. Students in the racial group of white are over-represented in the disability category of Other Health Impaired in two districts.

Exhibit I-10.1: District Count of Disproportionate Over-Representation for Specific Disability Categories by Racial and Ethnic Groups, FFY 2011

Disability Category						
Racial/Ethnic Group	Autism	Emotional Disturbance	Intellectual Disability	Other Health Impairment	Specific Learning Disability	Speech Impairment
Hispanic						
American Indian						
Asian						
Black (non-Hispanic)			4			
Hawaiian/Pacific Islander						
White (non-Hispanic)				2		
Two or More						

Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

No revisions were made to the proposed targets. Improvement activities, timelines, or resources were updated to reflect activities across the State. See page 140-141 in the SPP.

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**Monitoring Priority: Effective General Supervision Part B
Child Find**

Indicator 11: Effective General Supervision Part B/Child Find

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

Measurement:

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

FFY	Measurable and Rigorous Target
FFY 2011	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 2011: In 2011-12, 99.42% 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	17,858
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	17,755
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)	99.42%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

In 2011-12, there were 17,858 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State’s 60-day timeline was 17,755 or 99.42%, an improvement from the 2010-11 rate of 99.41%. Of the 17,755 children, 5,277 or 29.72% were determined not eligible, while 12,478 or 70.28% were determined eligible. There were 103 children whose evaluations exceeded the 60 day timeline, an increase from 91 children reported in 2010-11. A verification of the 103 children showed 73 (70.87%) were determined eligible and 30 (29.13%)

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were found not eligible. The number of days beyond the 60-day timeline varied from 1 to 62 days for students who were later found not eligible and 1 to 170 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 December 20, 2012 using current year data (statewide data system), verification of the correction of noncompliance did not yield any evidence of continuing noncompliance.

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 99.41%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	18
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	18
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

No action necessary

Verification of Correction (either timely or subsequent):

The ADE-SEU verified that each of the 18 LEAs with findings in FFY 2010 is correctly implementing the specific regulatory requirements. The verification process included on-site

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monitoring 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 2011 by the IDEA Data & Research Office found no further evidence of noncompliance.

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

Statement from the Response Table	State’s Response
<p>OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2011 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 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 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 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>The State has verified, by conducting on-site monitoring and reviewing the special education modules of the student management system, that each of the 18 LEAs with findings in FFY 2010 is correctly implementing the specific regulatory requirements.</p> <p>The State has verified through the student management system and on-site monitoring that initial evaluations, although late, were completed and an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.</p> <p>Further review of the student management system examined current year referrals to verify if a systemic issue existed. The records reviewed in November and December 2011 by the staff of the IDEA Data & Research Office via the student management system found no further noncompliance.</p> <p>The State will continue to implement and refine verification protocols to ensure LEA compliance with the requirements in 34 CFR §300.301(c)(1), including correction of noncompliance.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2011-12:

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 151-152 of the SPP.

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

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays (20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. Number of children who have been served in Part C and referred to Part B for eligibility determination
- b. Number of those referred determined to be not eligible and whose eligibility was determined prior to their third birthdays
- c. Number of those found eligible who have an IEP developed and implemented by their third birthdays
- d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under §34 CFR 300.301(d) applied
- e. # of children determined to be eligible for early intervention services under 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 2011	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 2011:	
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 99.53% .	

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.	1,054
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	185
c. # of those found eligible who have an IEP developed and implemented by their third	842

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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.	8
e. # of children determined to be eligible for early intervention services under Part C less than 90 before their third birthday.	15
# in a but not in b, c, d, or e.	4
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	99.53%

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 2011:

Arkansas is in substantial compliance with a rate of 99.53%; a 0.32 percentage points increase from the 2010-11 rate of 99.21%.

In 2011-12, 1,054 children being served in Part C were referred to Part B for eligibility determination. There were 1,027 children with eligibility determined by their third birthday:

- 185 children were determined not eligible, including 1 child for whom the parents and referral team decided not to test, and
- 842 children were found eligible.

Eight (8) children had delays in evaluation or initial consent due to parental refusals to provide consent. Although late, all 8 children had eligibility determined. The reasons for the delays included:

- 6 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.

Additionally, 15 children were determined to be eligible for early intervention services under Part C less than 90 days before their third birthday.

Four (4) of the Part C to B referrals did not have eligibility determined prior to the third birthday, of which three (3) were found eligible and one (1) was found ineligible. The number of days beyond the third birthday ranged from one (1) to twenty (20). A root cause analysis found a single reason for eligibility determination delays: all four (4) children did not have eligibility determined by their third birthday due to LEA error.

Arkansas regulations do not provide any exceptions for weekends, holidays, or school breaks including summer. State timelines are based on calendar days, not business days. The root cause analysis of the LEA error found:

- (1) The LEA failed to meet timelines when timelines overlap with non-school days.

The DHS-DDS compliance rate for 2011-12 is 99.48% (768 of 772). This is an increase from a

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compliance rate of 99.01% in 2010-11, but is below the State's rate of 99.53%. The challenge with this program is the high number of sub-grantees (approximately 75) which tend to have frequent staff turnover. Even with staffing challenges, DHS-DDS has made great gains. A review of data showed that sub-grantees noncompliant in FFY 2010 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2011.

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 99.21%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	1
2. Number of FFY 2010 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 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions taken if Noncompliance Not Corrected

No action was taken by the SEA; all noncompliance was corrected.

Verification of Correction (either timely or subsequent)

Through the student management system, children identified as not having eligibility determined by their 3rd birthday were verified to have (1) had eligibility determined; and (2) an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.

The ADE-SEU requested that the IDEA Data & Research Office verify the correction of noncompliance via the student management system. A review of subsequent data showed that sub-grantees noncompliant in FFY 2010 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2011. Additionally, through the student management system it was verified that the LEA developed and implemented the IEPs, although late, unless the child was no longer within the jurisdiction of the LEA.

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Technical assistance was provided by M/PE section on the regulatory requirements to ensure the LEA and sub grantees are correctly implementing the specific regulatory requirements. Trainings continue to be held in conjunction with Part C to ensure all parties understand their responsibilities in implementing the requirements of 34 CFR §300.124, including correction of noncompliance.

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

Statement from the Response Table	State’s Response
<p>OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2011 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 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 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 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>Through the student management system, children identified as not having eligibility determined by their 3rd birthday were verified to have (1) had eligibility determined; and (2) an IEP implemented if the child was eligible, unless the child was no longer within the jurisdiction of the LEA.</p> <p>The ADE-SEU conducted on-site monitoring and provided technical assistance on regulatory requirements to ensure that each LEA with findings in FFY 2010 is correctly implementing the specific regulatory requirements of 34 CFR §300.124(b), including correction of noncompliance..</p> <p>Further review of the student management system examined subsequent year referrals to determine if a systemic issue existed. The records reviewed in November and December 2011 by the IDEA Data & Research Office found no further noncompliance.</p> <p>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.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 160-161 in the SPP.

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

Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition 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 2011	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. 100%		
Actual Target Data for FFY 2011:			
	# 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
	304	315	96.51%

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

During the 2011-12 monitoring cycle, 315 IEPs were reviewed for compliance in 64 school districts. There were 11 IEPs found to be out of compliance in relation to secondary transition in four school districts. As of December 15, 2012, two of the four districts had corrected the non-compliance and onsite verification of current IEPs in these districts found no evidence of continued non-compliance.

Correction of FFY 2010 Noncompliance

The State verified that the four findings of noncompliance from FFY 2010 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 ensure 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 and/or on-site visits to the LEAs in question.

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Correction of FFY 2010 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 96.19%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	4
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	4
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

No action required

Verification of Correction (either timely or subsequent):

The State verified that the four findings of noncompliance from FFY 2010 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.

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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 LEAs in question. Documentation obtained from on-site monitoring visits and/or desk audits confirmed that all individual student files had been corrected in less than one year unless the student was no longer within the jurisdiction of the LEA. The M/PE staff verified compliance through the review of additional student records during on-site visits. Therefore, based on desk audits of documentation submitted by the LEA, and/or on-site visits to the LEAs, it was determined that the 4 findings of noncompliance had been corrected within the one year timeline and the review of updated data verified 100% compliance.

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

Statement from the Response Table	State’s Response
<p>OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2011 APR, 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 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 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 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>The State verified that the 4 findings of noncompliance from FFY 2010 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.</p> <p>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 LEAs in question. Documentation obtained from on-site monitoring visits and/or desk audits confirmed that all individual student files had been corrected in less than one year unless the student was no longer within the jurisdiction of the LEA. The M/PE staff verified compliance through the review of additional student records during on-site visits. Therefore, based on desk audits of documentation submitted by the LEA, and/or on-site visits to the LEAs, it was determined that the 4 findings of noncompliance had been corrected within the one year timeline and the review of updated data verified 100% compliance.</p> <p>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.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for 2011-12:

No changes were made to the target. Improvement activities, timelines, and resources were updated to reflect activities across the State. See pages 185-186 in the SPP.

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

Indicator 14: Post-school Outcomes

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

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

<p>Measurement:</p> <p>A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p>
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FFY	Measurable and Rigorous Target
FFY 2011	<p>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.</p> <p>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,</p>

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	<p>had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>C. 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.</p>
<p>Actual Target Data for FFY 2011:</p> <p>A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 98/617 = 15.88%</p> <p>B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 265/617 = 42.95%</p> <p>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100. 345/617 = 55.92%</p>	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Of the 617 leavers in 2010-11, 226 former students completed the phone survey. Information was located for another 212 students through an administrative data mine, bringing the total number of students with post-school outcomes information to 438. The analysis showed that 15.88% of former students were enrolled in higher education and had completed one semester, which is above the state target of 13%. Additionally, 2.76% of respondents were enrolled in other post-secondary education and 27.07% indicated that they were competitively employed. The combination of other post-secondary education and competitive employment resulted in a rate of 42.95%. This represents slippage from the previous rate of 49.42% and is below the 49% target. Former students enrolled in higher education, enrolled in other post-secondary education, competitively employed, or otherwise

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employed represent 55.92% of respondents. The rate is below the target of 60.00% and represents slippage from the 2009-10 rate of 61.05%.

The remaining 44.08% were otherwise engaged 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
98 (15.88%)	167 (27.07%)	17 (2.76%)	63 (10.21%)	272 (44.08%)	617 (100%)

Of the five (5) categories presented above, the first four (4) are used to calculate the Indicator measurements. The calculation with baseline data is presented below.

$$A: (98/617)*100 = 15.88\%$$

$$B: ((98+167)/617)*100 = 42.95\%$$

$$C: ((98+167+17+93)/617)*100 = 55.92\%$$

LifeTrack began contacting former students in May 2012 and continued with phone surveys through July 2012. Although steps were taken to verify contact information, 63.37% (391/617) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 226 of the 617 records or 36.63% of leavers. Additional information was located for 212 students via an administrative data mine bringing the overall response rate to 70.99% (438/617). 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/ No Information	Data Collected via Survey	Data Collected via Administrative Data Mine	Total Records	Response Rate Based on Number of Leavers
617	179	226	212	438	70.99%

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 2010-11.

A significant difference between the respondent group and the target leaver group is measured by a difference of $\pm 3\%$. 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 no responders were under- or –over-represented in the racial/ethnic groups. An analysis of disability representativeness found Intellectual Disability to be under-represented and SLD to be over-represented. Responders were over-represented in the exit category *graduating with a regular diploma* but slightly 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

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categories with a $\pm 3\%$ difference are in red.

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	1.46%	0.81%	31.60%	3.57%	0.00%	61.26%	1.30%
Responders	0.91%	0.46%	31.74%	2.51%	0.00%	63.24%	1.14%
Difference	-0.55%	-0.35%	0.13%	-1.05%	0.00%	1.98%	-0.16%

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

	Autism	Emotional Disturbance	Deaf Blindness	Hearing Impaired	Multiple Disabilities	Intellectual Disability
Leavers	3.24%	2.11%	0.16%	0.49%	1.94%	15.40%
Responders	2.74%	1.37%	0.00%	0.46%	1.60%	10.27%
Difference	-0.50%	-0.74%	-0.16%	-0.03%	-0.35%	-5.12%

	Other Health Impairment	Orthopedic Impairment	Speech/ Language Impairment	Specific Learning Disability	Traumatic Brain Injury	Visual Impairment
Leavers	14.42%	0.32%	1.78%	59.48%	0.32%	0.32%
Responders	16.44%	0.46%	1.83%	64.38%	0.23%	0.23%
Difference	2.01%	0.13%	0.04%	4.90%	-0.10%	-0.10%

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	86.87%	1.62%	11.51%	0
Responders	90.64%	1.14%	8.22%	0
Difference	3.77%	-0.48%	-3.29%	0.0%

Selection Bias

Arkansas is under-represented in the disability category of intellectual disability and the exit category dropout. For the first time Arkansas is not under-represented in any racial/ethnic group.

Missing Data

The overall response rate was 70.99%, which means out of 617 students who left school last year, the state is missing post-school outcome information for 29.01% (n = 233) of former students in the sample. The contractor reported that student contact information was invalid for the majority of these youth, and therefore these youth could not be located. An analysis of the missing data was conducted to determine any patterns relative to the missing information (i.e., across districts and disability categories).

For a second year, Arkansas conducted a dual collection: phone survey and administrative data mine. This is the first year that Arkansas combined the two collections for reporting post-school outcomes. This combination resulted in post-school outcomes being identified for an additional 212 students; however, 233 students were not found by either methodology.

The SEU will continue to conduct a dual collection for the FFY 2012 reporting cycle. Further, the IDEA Data & Research Office will continue working with the Arkansas Research Center to identify

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other federal, state, and local agencies that may have additional post-school outcomes data which could increase the response rate resulting in improved representativeness.

Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

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 224-225 in the SPP.

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

Indicator 15: Identification and Correction of Noncompliance

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

<p>Measurement: Percent of noncompliance corrected within one year:</p> <ul style="list-style-type: none"> a. Number of findings of noncompliance b. Number of corrections completed as soon as possible but in no case later than one year from identification <p>Percent = [(b) divided by (a)] times 100.</p> <p>For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and or enforcement that the State has taken.</p>
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FFY	Measurable and Rigorous Target	
FFY 2011	Percent of noncompliance corrected within one year: 100%	
Actual Target Data for FFY 2011: 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
116	116	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

The target for FFY 2011 (2010-11) was 100%. Overall there were 116 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in 2010-11. 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, Grants/Data Management Section, and the IDEA Data & Research Office verified the correction of noncompliance via desk audits of LEA submitted documentation, on-site visits and review through the student management system. This evidence confirmed that all noncompliance had been corrected as soon as possible but no later than one year. Subsequent data reviewed demonstrated the correction of noncompliance. The areas of noncompliance identified in 2010-11 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 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
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	1	1	1
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	7	7
6. Percent of preschool children aged 3 through 5 – early childhood placement.				
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	3	3	3
	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	20	32	32
	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	1	1	1
	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	4	4	4
	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	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Due Process	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	5	5
	Dispute Resolution: Complaints, Hearings	3	3	3
Other areas of noncompliance: Evaluation Procedures and Procedures for Evaluation of SLD	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	21	21
	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	3	5	5
	Dispute Resolution: Complaints, Hearings	14	22	22
Other areas of noncompliance: FAPE and LRE	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings	5	7	7
Other areas of noncompliance: Confidentiality and Personnel Development	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
Sum the numbers down Column a and Column b			116	116
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 2010 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2010 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	116
2. Number of FFY 2010 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)	116
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 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 116 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2010-11 school year. In accordance with OSEP Memo 09-02, the State verified that all findings of noncompliance were corrected as soon as possible but in no case later than one year from identification, ensuring that regulatory requirements were met. In addition, based on a review of updated data acquired through onsite monitoring, student management system, financial management system, dispute resolution and submitted documentation, the State verified 100% compliance with specific regulatory requirements.

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

Statement from the Response Table	State’s Response
<p>OSEP appreciates the State’s efforts in timely correcting findings of noncompliance identified in FFY 2009.</p> <p>When reporting in the FFY 2011 APR on the correction of findings of noncompliance identified in FFY 2010, the State must report that it verified that each LEA with noncompliance identified in FFY 2010: (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</p>	<p>There were 116 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2010-11 school year. In accordance with OSEP Memo 09-02, the State has verified that all findings of noncompliance were corrected as soon as possible but in no case later than one year from identification, ensuring that regulatory requirements were met. In addition, based on a review of updated data acquired through onsite monitoring, student management system, financial management system and submitted documentation, the State verified 100% compliance with specific regulatory requirements.</p> <p>The ADE-SEU sections contributing to the review and verification of correction include:</p>

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<p>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 2011 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2011 APR, the State must use the Indicator 15 Worksheet.</p> <p>In addition, in responding to Indicators 11, 12, and 13 in the FFY 2011 APR, the State must report on correction of the noncompliance described in this table under those indicators.</p>	<p><u>Dispute Resolution Section (DRS)</u> verifies the correction of noncompliance via desk audits of submitted documentation and/or on-site visits. Any continual findings of noncompliance are reported to the Associate Director of Special Education for additional review and action.</p> <p><u>Grants and Data Management Section (G/DM)</u>, which includes finance, verifies the correction of noncompliance via financial audits, financial management system, student management system, desk audits of documentation submitted by the LEAs, the LEAs ACSIP, and/or on-site visits to the LEAs. Any continual findings of noncompliance are reported to the Associate Director of Special Education for additional review and action.</p> <p><u>Monitoring and Program Effectiveness Section (M/PE)</u> staff conducts verification of correction through desk audits of documentation submitted by the LEA, the LEAs’ ACSIP, and/or on-site visits. LEAs with findings of noncompliance under the State’s monitoring system were required to submit a corrective action plan (CAP) to ensure correct implementation and compliance with specific regulatory requirements as soon as possible but no later than one year from identification. The M/PE staff reviewed individual student files for evidence of compliance related to the general supervision of required components for students with IEPs for the provision of special education services, including compliance with corrective action plans as the result of the state complaint system. For each individual student that noncompliance was found, the LEA was required to correct it as soon as possible but no later than one year from identification. The M/PE staff verified 100% compliance through the review of additional student records during on-site visits by reviewing (1) the folders that resulted in the noncompliance and (2) additional files of individual students to substantiate compliance were ongoing. Any continual findings of noncompliance are reported to the Associate Director of Special Education for additional review and action.</p> <p>The <u>IDEA Data & Research Office</u> examines data in the student management system to identify areas of noncompliance considered systemic and child specific. Correction of noncompliance was verified through periodic reviews of student data in the system. Any continual findings of noncompliance are reported to the Associate Director of Special Education for additional review and action.</p> <p>Correction of noncompliance related to other indicators as</p>
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	reported in Indicator 15 was addressed under the corresponding indicators.
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Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

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 237 in the SPP.

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

Indicator 16: Complaint Timelines

This Indicator is no longer being reported in the APR.

Indicator 17: Due Process Timelines

This Indicator is no longer being reported in the APR.

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

Indicator 18: Hearing Requests Resolved by Resolution Sessions

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416(a)(3)(B))

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 2011	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: 78.95%	(15/19)*100 = 78.95%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Arkansas had 19 hearing requests, including one was an expedited hearing request, throughout 2011-12. Nineteen (19) of the hearing requests went to resolution sessions with 15 resulting in settlement agreements. The resolution session settlement agreement rate of 78.95% exceeds the target of 55.00%. Of the remaining four (4) hearing requests one (1) was fully adjudicated and three (3) were withdrawn or dismissed.

Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2011-12 were updated in the SPP to reflect activities across the State. See page 254-255 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2011

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

Indicator 19: Mediation Agreements

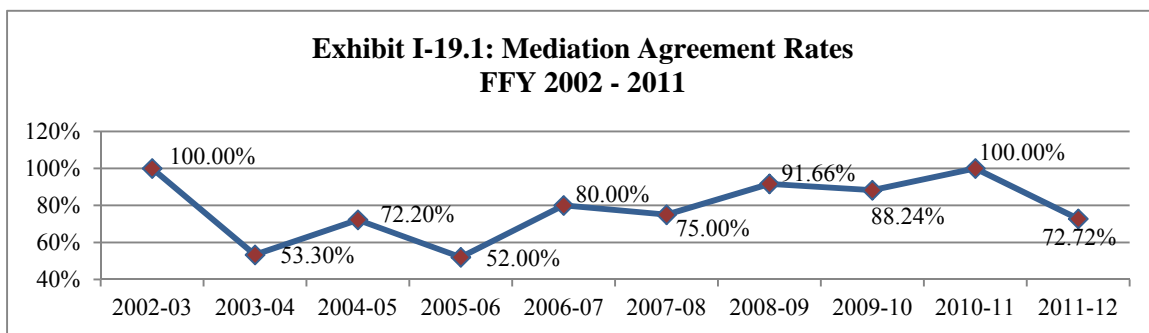
Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2011	Percent of mediations held that resulted in mediation agreements: 75.00%
Actual Target Data for FFY 2011:	
The percentage of mediations requested resulting mediation agreements was 72.72%	$((0+8)/11)*100 = 72.72\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011: The ADE and the University of Arkansas at Little Rock Bowen School of Law Mediation Project had 15 mediation requests in 2011-12, none of which were related to due process. Four mediations were withdrawn or not held. Of the eleven mediations held, eight reached agreements. No mediation sessions were pending as of June 30, 2012. The mediation agreement rate of 72.72% misses the target of 75% by 2.28 percentage points. Exhibit I-19.1 illustrates the mediation agreement rates over the past ten years.



Targeted Activities:

Please see the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for FFY 2011:

No revisions were made to the proposed targets. Improvement activities, timelines, and resources for 2011-12 were updated in the SPP to reflect activities across the State. See page 259 in the SPP.

Part B State Annual Performance Report (APR) for FFY 2011

**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 2011	<p>A. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment): 100% compliance</p> <p>B. Accurate, including covering the correct year and following the correct measurement: 100% compliance.</p>
<p>Actual Target Data for FFY 2011: In 2011-12, Arkansas was 100% compliant with timely and accurate data reporting. All reports were submitted to OSEP on or before the due dates.</p> <p>Arkansas submits data via ED Facts 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.</p> <p>The data tables loaded into ED Facts and the DANS system with no errors. Requests for data notes were submitted to DAC.</p> <p>The SPP/APR was submitted electronically and hard copy sent to OSEP on or before the due date. The data used in the SPP/APR were examined for validity and reliability at the time of the submission. Calculations and directions were reviewed to ensure proper application.</p>	

Part B State Annual Performance Report (APR) for FFY 2011

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 2011

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 2011:

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/>.

Part B State Annual Performance Report (APR) for FFY 2011

Targeted Activities:

Arkansas met its FFY 2011 target for this result indicator and is not required to provide a discussion of targeted activities. However, identified activities have been included in the Improvement Activities Index beginning on page 73. A quick reference excel file is posted on the ADE-SEU website under the policy link. The website can be accessed at <https://arksped.k12.ar.us>.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2011:**

No revisions were made to the proposed targets; however, improvement activities, timelines, and resources were updated to reflect activities across the State. See page 268 in the SPP.

Improvement Activities Index

Part B State Annual Performance Report (APR) for FFY 2011

Improvement Activities Index

Activity	Description	Related Indicators																																													
	<p>Arkansas Local Education Agency Resource Network (ARLEARN): ARLEARN is a broker of professional development resources to support special education programs in the state. The mission is to promote sound research-based educational practices that lead to improved educational results and functional outcomes for students with disabilities. ARLEARN is designed to build the capacity of local special education programs and their personnel.</p> <p>ARLEARN served as a clearinghouse for many of the professional development activities outlined in the Improvement Activities Index.</p>																																														
	<p>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.</p> <p>CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>																																														
Activity	Description	Related Indicators																																													
CIRCUIT	<p>A breakdown of CIRCUIT referrals for the 2011-12 school year is presented below.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Consulting Group</th> <th style="width: 40%;">CIRCUIT Referrals</th> </tr> </thead> <tbody> <tr><td>Arkansas Transition Services</td><td style="text-align: center;">9</td></tr> <tr><td>Children and Youth with Sensory Impairments</td><td style="text-align: center;">2</td></tr> <tr><td>Easter Seals Arkansas Outreach Program</td><td style="text-align: center;">202</td></tr> <tr><td>Behavioral Intervention Consultants</td><td style="text-align: center;">287</td></tr> <tr><td>Educational Audiology Resources Services (EARS)</td><td style="text-align: center;">6</td></tr> <tr><td>Educational Services for the Visually Impaired</td><td style="text-align: center;">211</td></tr> <tr><td>TBI Consultant</td><td style="text-align: center;">10</td></tr> <tr> <td style="text-align: right;">Grand Total</td> <td style="text-align: center;">738</td> </tr> </tbody> </table>	Consulting Group	CIRCUIT Referrals	Arkansas Transition Services	9	Children and Youth with Sensory Impairments	2	Easter Seals Arkansas Outreach Program	202	Behavioral Intervention Consultants	287	Educational Audiology Resources Services (EARS)	6	Educational Services for the Visually Impaired	211	TBI Consultant	10	Grand Total	738	1-14																											
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	<p>Arkansas Transition Services Summary: In 2011-2012, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,400 participants, over 150 general consultations and at least 100 transition plan review sessions to school districts around the State. The following is a partial list of trainings with outcomes measures where available — the percent change in knowledge and skills as a result of the training. The percentages below are based on attendees who completed pre and post-test for trainings they attended.</p>																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"># of Trainings</th> <th style="width: 40%;">Name of Activity</th> <th style="width: 15%;">Participants</th> <th style="width: 15%;"># of Participating Districts</th> <th style="width: 20%;">% improvement from pre- and post-test</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">5</td><td>Person Centered Planning</td><td style="text-align: center;">69</td><td style="text-align: center;">18</td><td style="text-align: center;">51%</td></tr> <tr><td style="text-align: center;">1</td><td>Self-Advocacy Strategy</td><td style="text-align: center;">4</td><td style="text-align: center;">3</td><td style="text-align: center;">25%</td></tr> <tr><td style="text-align: center;">3</td><td>Take OFF</td><td style="text-align: center;">32</td><td style="text-align: center;">3</td><td style="text-align: center;">56%</td></tr> <tr><td style="text-align: center;">3</td><td>Transition Class: Getting Started</td><td style="text-align: center;">53</td><td style="text-align: center;">26</td><td style="text-align: center;">31%</td></tr> <tr><td style="text-align: center;">2</td><td>Transition Class: Integrating Ideas</td><td style="text-align: center;">48</td><td style="text-align: center;">25</td><td style="text-align: center;">22%</td></tr> <tr><td style="text-align: center;">2</td><td>Transition Class: Getting the Job</td><td style="text-align: center;">31</td><td style="text-align: center;">21</td><td style="text-align: center;">21%</td></tr> <tr><td style="text-align: center;">44</td><td>Transition Toolkit 1</td><td style="text-align: center;">600</td><td style="text-align: center;">68</td><td style="text-align: center;">24%</td></tr> <tr><td style="text-align: center;">25</td><td>Transition Toolkit 2</td><td style="text-align: center;">194</td><td style="text-align: center;">35</td><td style="text-align: center;">34%</td></tr> </tbody> </table>	# of Trainings	Name of Activity	Participants	# of Participating Districts	% improvement from pre- and post-test	5	Person Centered Planning	69	18	51%	1	Self-Advocacy Strategy	4	3	25%	3	Take OFF	32	3	56%	3	Transition Class: Getting Started	53	26	31%	2	Transition Class: Integrating Ideas	48	25	22%	2	Transition Class: Getting the Job	31	21	21%	44	Transition Toolkit 1	600	68	24%	25	Transition Toolkit 2	194	35	34%	
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Part B State Annual Performance Report (APR) for FFY 2011

12	Customized training: Transition overview and curricula	91	10	n/a
2	ME and Student Directed Transition Planning	62	34	25%
2	Writing Transition Plans for the Indirect/Speech Only Student	56	-	16%
3	Yes Including Parent Participation Is Essential (YIPPIE)	52	5	22%
Activity	Description	Related Indicators		
Interagency Agreements with School Districts	In a continued effort to establish and maintain working relationships with Arkansas school districts, Arkansas Transition Services revised the 2011 Interagency Agreement between school districts and ATS to reflect the provision of training and technical assistance at no charge. One hundred and seventeen districts signed a revised Interagency Agreement with Arkansas Transition Services in an effort to establish a more effective working relationship. The revised agreement establishes an ongoing commitment to work with ATS and no need to re-sign each year.	13		
Partnership with NPSO	The Arkansas Department of Education (via ATS) has continued its work with National Post-School Outcomes (NPSO) Center 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 continues to assist the State’s efforts to improve collection, analysis, reporting, and use of post-school outcome data by identifying strategies to increase the response rate and representativeness of respondents. ATS and the IDEA Data & Research Office partner with Arkansas Research Center to improve Indicator 14 data collection by obtaining interagency agreements with various state agencies. The information in these shared databases reflects the most accurate post-school outcomes data on students with disabilities.	14		
Partnership with NDPC-SD	Arkansas (via Arkansas Transition Services and Data and Research sections of SEU) and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) continued working with six school districts to decrease the drop-out rate and increase the graduation rate. NDPC-SD conducted four meetings during the 2011-2012 school year with a focus on the five phases of their framework. The ATS Coordinator, Director of IDEA Data and Research and a local special education supervisor representing the six districts attended the 2012 NDPC-SD Summit in Baltimore.	1, 2, 13, 14		
Person-Centered Planning	Two statewide and three regional trainings for person-centered planning were provided by ATS. Eighteen districts participated in these trainings. ATS consultants modeled the PCP facilitation process for district staff by conducting student meetings on site in an effort to increase local capacity.	13		
Transitions Class—Getting Started	The expansion of “transitions” classes continues to be a focus for Arkansas. Fifty-three teachers and supervisors received the Getting Started training in 2011-12. 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 170 transition classes in school districts at this time.	13		
Transitions Class—Integrating Ideas	Two Integrating Ideas trainings were held in 2011-2012 with 48 participants from 25 school districts attending. This training is for teachers who have attended the Transitions Class: Getting Started training. It provides attendees with a comprehensive overview of a Transitions Class, and 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.	13		

Part B State Annual Performance Report (APR) for FFY 2011

	Statewide trainings are offered two to three times a year.	
Transitions Class— Getting the Job	Transitions Class: <i>Getting the Job</i> : In 2011-2012, two <i>Getting the Job</i> trainings was held with 31 participants from 21 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 <i>Getting Started</i> and <i>Integrating Ideas</i> . It includes an in-depth review of the <i>Getting Started</i> 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.	13
Transitions Class Celebration	ATS sponsored an event to highlight the work of teachers of transitions classes. Teachers received additional resources related to assessments, goal-setting curriculum and “things that work”—strategies teachers have used in their classrooms. Fifty-four teachers and supervisors from 34 districts attended the event which provided a networking opportunity for teachers of transitions classes across the state. Plans are in place to make this an annual event.	13
Self-Advocacy Strategy Training	Self-Advocacy Strategy Training was provided to four individuals representing one district. This is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of five steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the acronym "I PLAN" to help cue students to remember the steps of the strategy.	13
Self-Determination in the Middle School Project	ATS continued its work with NSTTAC in the implementation of the self-determination curriculum for students with disabilities in two middle schools. Plans are in place to engage additional middle schools in the implementation of this curriculum for the spring semester of 2013.	1, 2, 13
Local Consults	ATS consultants provided 184 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 districts received ongoing technical assistance on a monthly basis.	1, 2, 13, 14
TAKE OFF! (Transition Activities Keeping Effective Options First and Foremost)	TAKE OFF! training was offered three times during the 2011-12 school year with a total of 32 participants. This training provided teachers with information on how to implement an exit portfolio for senior students with IEPs. Training components included how to assist students in (1) writing their Summary of Performance (SOP), (2) recording agency contacts and correspondence, (3) completing qualifying assessments for enrollment in post-secondary schools, and (4) maintaining a record of all qualifying assessments results. The training also included activities to engage parents in the SOP process and culminated with a portfolio overview for use at the exit conference. Since TAKE OFF was introduced, over 100 parent manuals and teacher manuals have been distributed and approximately 1000 student graduation packets have been distributed.	1, 13, 14
College Bound 2012	College Bound was held June 12-14, 2012 at the University of Central Arkansas (UCA) in Conway, AR. There were 60 students, parents and professionals who attended and participated in team activities. Sessions topics included 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 to College Bound 2013, a post College Bound survey will go out to 2012 participants. College Bound 2013 is scheduled for June 12-14, 2013 at UCA. Tentative plans for a one day workshop targeting high school freshmen interested in going to college are also in development.	14
Child and Adolescent Service System Program (CASSP) Teams	CASSP teams develop multi-agency plans of care for children and adolescents with serious emotional disturbance when additional services are needed outside of the current system. Arkansas Transition Services consultants and ADE-SEU monitoring staff continue to participate in regional Child and Adolescent Service System Program (CASSP) team	1, 2, 4, 5, 13, 14

Part B State Annual Performance Report (APR) for FFY 2011

	meetings.	
Collaboration with Arkansas Rehab Services	ATS works to assist Transition Vocational Rehabilitation Counselors established in six high schools in Arkansas. These counselors are included on local transition teams, dropout prevention teams and frequently attend trainings, Cadre meetings, AITP meetings and Transition Fairs.	1, 2, 13, 14
Transition Orientation Nights for Parents	General information on the transition process was presented to parents at four orientation nights. These events provided general information on the transition process to parents and gave them an opportunity to ask questions and participate in the assessment process. Representatives from outside agencies were available to share information on post-school services.	1, 2, 8, 13, 14
Transition Fairs	Transition fairs provide an opportunity for students and families to learn about area agencies and their services. ATS assisted with approximately 20 fairs held across the state.	1, 2, 13, 14
Presentations of Transition Activities at the state and national level	Arkansas Transition Services provided presentations on numerous Transition topics and practices at three state and national conferences. <ul style="list-style-type: none"> • Arkansas Council for Exceptional Children • ARS' Youth Leadership Forum • NSTTAC's National State Planning Institute ATS will be submitting proposals for presentations at the National State Planning Institute in May 2013 and future national DCDT conferences.	1, 2, 13, 14
Cadre Meetings	Meetings are held twice a year to present local transition teams with the latest information and professional development. Cadre meetings for leaders and co-leaders of local teams around the state were held in December 2011 and February 2012 in Little Rock. The December meetings provided participants with information on developing local transition teams and forms and strategies to incorporate in employment programs. Presentations were made by: Alliance for Full Participation, Employment First Initiative, AmeriCorps and Project Search. The February 2012 meetings focused on work incentives, Summit preparation, building assessment libraries, vocational curriculum, transition indicators and College Bound Arkansas. A total of 86 individuals attended representing 47 districts in Arkansas.	1, 2, 13, 14
Secondary Transition State Planning Institute	Members of Arkansas Transition Services attended this annual meeting in May 2012 to continue work on our state plan to improve indicator outcomes. The team reviewed the state's progress relative to the plan established during the May 2011 Institute, and the plan was revised to include an additional goal focusing on the promotion of family involvement in transition activities. AITP members presented project outcomes which included video vignettes developed on transition topics (e.g., employment incentives, post-secondary goals, College Bound Arkansas, and guardianship).	1, 2, 13, 14
Transition Driven Annual Review	TDAR training was provided to seven teachers from around the state in an effort to promote student involvement in transition planning. Teachers learned strategies and resources to increase student involvement in the development of their post-secondary goals. Eighteen students participated in various types of TDAR curriculum and seven students participated in their annual review meeting. ATS consultants provided technical assistance and when possible attended the transition driven annual review conferences of participating students.	13, 14
ME! Lessons in Self-Advocacy	ME! Lessons for Teaching Self-Awareness and Self-Advocacy focuses on students understanding their disability and abilities, rights and responsibilities, and the development of self-advocacy skills. The ME! Lessons have been aligned with the Arkansas Frameworks, as well as the new Common Core Standards. ME! was presented on two occasions involving 62 teachers from 34 districts.	1, 2, 13, 14
Student Directed Transition Planning (SDTP)	SDTP curriculum includes: <ul style="list-style-type: none"> • Awareness of Self, Family, Community, and Disability • Concepts and Terms for Transition Planning • Vision for Employment • Vision for Further Education 	1, 2, 13, 14

Part B State Annual Performance Report (APR) for FFY 2011

	<ul style="list-style-type: none"> • Vision for Adult Living • Course of Study • Connecting with Adult Supports and Services • Putting It All Together: The Summary of Performance <p>Student-Directed Transition Planning (SDTP) curriculum systematically teaches students to complete their summary of performance. Sixty-two teachers representing 34 districts received training on SDTP curriculum.</p>	
<p>The Arkansas State Personnel Development Grant (SPDG): The Arkansas SPDG maintains a collaborative relationship with the broader ADE, and the SPDG staff is involved in numerous ADE initiatives including the ESEA Flexibility.</p> <p>SPDG staff continued to work with the ADE Professional Development Office to provide 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.</p>		
Activity	Description	Related Indicators
<p>Arkansas Adolescent Literacy Intervention Project</p>	<p>The Arkansas Adolescent Literacy Intervention (AALI), based on the Strategic Instruction Model from the University of Kansas Center for Research on Learning, continues to be an integral part of educational reform in Arkansas. 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. The AALI uses the Strategic Instruction Model (SIM), which is comprised of a variety of Content Enhancement Routines and Learning Strategies.</p> <p>Forty seven school districts and groups of state content specialists (math, science, and literacy) are currently involved in the Arkansas Adolescent Literacy Intervention. There were 479 teachers and instructional specialists who participated in developing the necessary skills to effectively implement the Strategic Instruction Model (SIM).</p> <p><u>AALI/SIM Professional Development Leadership Team:</u> 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.</p> <p>The University of Central Arkansas’ Mashburn Center for Learning, the ADE’s AALI professional development partner in this initiative, provides several options for those interested in SIM training. In summer 2011 the Center posted a course on Arkansas IDEAS, the ADE professional development website. This course gives participants an overview of the SIM model and how it can be used to impact learning for students in Arkansas. The Center also maintains a website dedicated to SIM which contains videos, newsletters, background information, and even a wiki used for collaboration among stakeholders. The Center is also using "Arkansas on iTunes U" to showcase the learning that is taking place through implementation of SIM across Arkansas.</p>	<p>3, 5</p>
<p>Arkansas Math Intervention Matrix</p>	<p>Guided by the SPDG’s Coordinator for Literacy and Mathematics, 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.</p>	<p>3, 5</p>

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	<p>As of February 29, 2012, the Math Matrix content was completed and the SPDG staff began working with a website developer to load the math instruction and intervention content into an interactive “Mathematics Intervention Matrix” website (www.mathinterventions.org). Teachers and other educators are now using the matrix to identify and access targeted interventions for students struggling in mathematics.</p> <p>In addition to the website, professional development was written to support this tool’s implementation across the state of Arkansas through the SPDG and the ADE. Some of this professional development is web-based and is available on the Math Interventions website.</p>	
Arkansas Literacy Intervention Matrix	<p>The Literacy Intervention Matrix is a comprehensive literacy intervention website, organized across three grade-level clusters (Kindergarten through Grade 4, Grade 5 through 8, and Grade 9 through 12), that provides interventions across the five recognized areas of literacy (phonemic awareness, phonics, fluency, comprehension, and vocabulary). It also provides interventions for oral language and writing.</p> <p>Going “live” in 2007, the Literacy Intervention Matrix received over 10,000 “page hits” during 2011-2012. A new state-wide blue ribbon committee is already working to revise and update the website, and to bring it into alignment with the Common Core State Standards.</p>	3, 5
The Literacy Intervention Project	<p>The Literacy Intervention Project (LIP) began in November 2011 and is a combined effort of the Arkansas Department of Education and the Arkansas State Personnel Development Grant. The LIP will result in an online literacy intervention tool which will be a free, research-based K-12 resource used to help educators identify and implement interventions for SWD and students struggling to master literacy skills in the Common Core State Standards (CCSS). The literacy intervention tool will address the skills, understanding and success criteria required by the rigor in the English Language Arts CCSS. The tool will be developed by a blue ribbon committee made up of literacy experts from across the state. The anticipated completion date of the project is fall 2013.</p>	3, 5
Teaching Mathematics to Students within the RtI Process Symposiums	<p>Arkansas SPDG staff in partnership with the ADE continued its participation 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.</p>	3, 5
Home-Based Literacy	<p>A subcontract with the state’s two U.S. Department of Education-funded parent training centers (the PTI and CPRC) was finalized in January, 2011 giving them the responsibility to identify and train Parent Mentors in the areas of home-based literacy and social skills/discipline in districts across the state over a four year period (through 2014). Under this model, PTI and CPRC staffs trained Parent Mentors who in turn trained other parents in their districts on the content provided. The schools/districts were targeted for this project based on their school improvement status as well as performance on special education indicators.</p> <p>Eighteen Home Literacy or Behavioral Trainings were conducted by CPRC/PTI-Trained Parent Mentors between March, 2011 and October 2011.</p>	3, 4, 5, 8
Positive Behavioral Support System (PBSS) Facilitator Certification	<p>PBSS Facilitator training sessions were held in Little Rock on November 8-9, 2011 and March 8-9, 2012. As a result there are currently 52 individuals who have completed the certification process who are employed across 17 LEAs.</p> <p>In addition, a more specialized PBSS Facilitator training focusing on the <u>Stop & Think Social Skills</u> curriculum occurred January 26-27, 2012 and May 3-4, 2012.</p> <p>During 2011-12, the following PBSS resources were developed:</p> <ul style="list-style-type: none"> • Positive Behavioral Support System (PBSS) School Implementation Guidebook 	4, 5

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	<ul style="list-style-type: none"> • PBSS Resource Analysis Guidebook • PBSS Behavioral Matrix Training Guidebook • PBSS Organizational Assessment Guidebook • The development of three PBSS and/or RtI² PowerPoint presentations —with the Illinois Administrators’ Association—that will be posted on our website, and that can be downloaded onto an iPod or iPad for viewing • Four PBSS or RtI² webinars (completed during the 2011-12 school year) for two different national companies—that are now posted on the SPDG website; • An RtI² (Response-to-Instruction and Intervention) Model Implementation Guidebook • An RtI²/CTAG (Closing the Achievement Gap) Essential Questions and Answers document • The translation of SPDG Parent Mentoring power points (in literacy and PBSS), along with selected information brochures and materials into Spanish 	
<p>Arkansas Behavior Intervention Consultants: The behavior consultants assist schools in their efforts to ensure that all students are able to access and progress in the general education curriculum. Technical assistance is provided to (1) identify and program for students with autism spectrum disorders; (2) conduct functional assessment and develop appropriate intervention plans for students at-risk for a more restrictive placement; and (3) develop early intervention and mental health initiatives.</p>		
Activity	Description	Related Indicators
Accommodations	Participants of the Accommodations training learned about differentiating accommodations and modifications, individualization, and measuring the need, success and applicability of various accommodation strategies. This activity based training was held twice in January 2012 with a total of 98 participants.	1, 2, 3, 4, 5, 13, 14
Advanced Pivotal Response	Advanced Pivotal Response training provided the seven participants with expanded knowledge on the implementation of Pivotal Response as well as hands on practice and exposure to data collection procedures. The two-day training was held in August 2011.	4, 5
Autism Diagnostic Observation System	The ADOS is a structured interaction and interview session to assess social and communication behaviors of students suspected of having ASD. Two trainings were held in October 2011 with a total of three participants	9, 10
Autism Strategies/ Modifications	Autism Strategies/Modifications training provided 168 participants with information on how to define characteristics of ASD, evidence based interventions, and environment design.	3, 4, 5
Behavior Intervention Plans	This training addressed necessary components of an effective BIP as researched and developed by Diana Browning Wright. The 100 participants also reviewed guidelines for evaluating BIPs for the necessary key components.	1, 2, 4, 5
Behavior Tools	Behavior Tools trainings focused on positive behavior support strategies and interactions skills to manage behavior and prevent crisis. The Behavior Tools training was offered seven times in 2011-12 with a total of 132 participants.	1, 2, 4, 5
Consultation Training Series	This three-part training series for behavioral consultation included specific strategies for building and maintaining cooperative, change-focused relationships with providers involved in the care of young children with behavior problems. Two half-day follow up workshops were held to support participants' efforts to implement consultation techniques in their everyday work. Twenty preschool behavior interventionists attended the three-part training series.	4, 6, 7
Dealing with Challenging Behavior in the Classroom	This training provided 50 participants with information on analyzing challenging behaviors using an Antecedent, Behavior, and Consequences (ABC) approach and utilizing data related to the behavior.	1, 2, 4, 5, 14
Discrete Trial Training	This training was provided to both school age (6) and early childhood (10) personnel. The participants were provided basic information on Discrete Trial procedures and program development.	4, 5, 6, 7
Dive into Autism	Dive into Autism presented information on the characteristics of autism spectrum disorder	4, 5

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	and gave the 13 attendees practical strategies to use when working with children on the autism spectrum.	
Emotional Disturbance Guidelines	This training provided an overview of the requirements for establishing ED eligibility to 40 participants.	4, 9, 10
Functional Behavior Assessment/ Behavior Intervention Plan	This training focused on how to conduct a FBA and develop a BIP using the results of the FBA. The resulting behavior intervention plan includes these components: modifications to the student's environment, teaching skills to replace problem behaviors, and effective management of consequences to promote positive changes in the student's self-management. There were 16 participants in attendance.	4, 5
Foster Grandparents Conference	The State's Behavior Intervention Consultants presented an informational session on the characteristics of autism spectrum disorder and gave attendees practical strategies for use when working with children on the autism spectrum. The conference had approximately 200 in attendance.	4, 5, 6, 7, 8
Functional Assessment	This training provided 45 participants information regarding an abbreviated Functional Assessment procedure applicable to school settings.	4, 5
IEP and Modifications	The 25 attendees of this training were provided an overview of practical modifications that could be implemented by elementary school staff.	3, 4, 5
Pivotal Response Treatment	The Pivotal Response Treatment training was offered seven times in 2011-12 with a total of 88 participants. The training is based on the principles of Applied Behavior Analysis that can be used to increase language and other academic skills. Pivotal Response Training can be used as a stand-alone intervention or in combination with other interventions.	3, 4, 5
Positive Behavior Supports	This training was held twice in 2011-12 and provided 142 participants information on the use of positive behavioral strategies as a preventive intervention.	4, 5
Precision Teaching	Precision Teaching is a system of strategies and tactics that allow the measurement of teaching effectiveness. This training covered how to precisely define, measure, record, analyze, and make changes to student programs. The seven participants learned to chart student data on the Standard Celeration Chart to guide instruction.	3, 4, 5
Preschool-Life Skills	The goals of the training were to provide attendees with an understanding of factors that contribute to a child's success in a preschool setting including (a) age-appropriate amounts of sleep, (b) toileting independence and (c) compliance with parental requests and instructions. Effective and family-friendly strategies for promoting these skills were also included. There were 75 participants for this training.	4, 6, 7, 8
Professional Crisis Management	Professional Crisis Management (PCM) is a comprehensive, research-based system that provides powerful strategies to prevent and diffuse dangerous behaviors. It is a complete crisis management system that includes a full range of strategies and procedures targeting a wide spectrum of adaptive functioning (positive and productive behaviors) and maladaptive functioning (aggressive and self-injurious behaviors). PCM supports and integrates smoothly with existing educational and treatment programming. This training was held twice during the 2011-12 school year with a total of 15 participants.	4, 5
Quick Start Training	The Quick Start program is a parent empowerment program designed for families with children age 2-5 who have been identified as, or are suspected of, being on the autism spectrum. Quick Start is a 10-session program based on the principles of applied behavior analysis that consist of professionally led discussions, direct observation of one-to-one intervention sessions, and a structured classroom environment. The Quick Start program is designed to address the areas of language and behavior with the overall goal of providing children a <i>quick start</i> on their education. Quick Start was developed with the assistance of the Southwest Autism Research and Resource Center (SARRC) and is modeled after SARRC's research based Jump Start program. Twenty-nine parents participated in the Quick Start training.	4, 6, 7, 8
Splash	Splash is a five day workshop with the following objectives: (1) understand characteristics of ASD; (2) understand and demonstrate teaching methods for beginning, moderate and higher level students with ASD; (3) design visual schedules and visual supports for students with ASD; and (4) understand the importance of social skills for students with	3, 4, 5

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	ASD. The Splash workshop was held in June 2012 and had 35 participants.	
Strategies Using ABA	Forty-six participants of this training learned strategies on how to manage children's behavior using the principles of applied behavior analysis.	1, 2, 4, 5, 14
TAG-Teach	TAG-Teach is a three-step system to identify, highlight, and reinforce elements crucial to skill acquisition and retention. The application of TAG-Teach methodologies to teaching students with autism was included in this training. This workshop was offered three times in 2011-12 with a total of 32 participants.	3, 4, 5
<p>Dispute Resolution Section: The DRS encourages the use of mediation and other collaborative strategies to resolve disagreements about special education. This section provides ongoing technical assistance to LEAs on due process rules and regulations, mediations, complaints and hearings.</p> <p>The ADE-SEU will continue to contract with the University of Arkansas at Little Rock Bowen School of Law Mediation Center. The Center conducts mediation sessions for parents and public agencies (local school districts) on any matters in dispute concerning the provision of education to students with and without disabilities.</p>		
Activity	Description	Related Indicators
National Academy for Administrative Law Judges	In July 2011 four Hearing Officers attended the 10 th Annual National Academy for Administrative Law Judges in Seattle, WA	15, 18, 19
AAEA Summer Conference	The AAEA Summer Conference was held August, 2011. The ADE-SEU Dispute Resolution Administrator and Compliance Specialist presented on Hearings and Complaints. They also attended a session on Special Education Discipline by David Hodgins.	15, 18, 19
Special Education Academy	The ADE-SEU Special Education Academy was held September, 2011. Participants included LEA supervisors, early childhood coordinators, ADE-SEU staff and four Hearing Officers. The meeting topics included (1) a review of case law by Dr. Perry Zirkel; (2) hearing and complaint procedures by the ADE-SEU Dispute Resolution Administrator; and (3) the Mediation Project by the project's director.	15, 18, 19
National Symposium on Dispute Resolution in Special Education	The CADRE's 5 th National Symposium on Dispute Resolution in Special Education was held in Eugene, Oregon in October, 2011. The ADE-SEU Dispute Resolution Administrator and Mediation Project Director attended this meeting.	15, 18, 19
ADE Beginning Administrator's Induction	The ADE Beginning Administrator's Induction training was held December, 2011. The ADE-SEU Dispute Resolution Administrator provided training on the dispute resolution system and discipline procedures to new district administrators.	15, 18, 19
LRP Special Education School Attorney's Conference	In January, 2012, the 18 th Annual LRP Special Education School Attorney's Conference was held in Palm Beach, FL. The Administrator for ADE-SEU Dispute Resolution and an attorney representing the Arkansas Attorney General's Office attended.	15, 18, 19
IDEA ALJ/IHO Academy	The IDEA ALJ/IHO Academy was held at Duke Law School in Durham, NC in March, 2012. One Hearing Officer was in attendance.	15, 18, 19
LRP National Institute	The 33 rd Annual LRP National Institute was held in San Antonio, TX in May 2012. The ADE-SEU Dispute Resolution Administrator, Compliance Specialist, and an attorney representing the Arkansas Attorney General's Office attended.	15, 18, 19
Mediation Center	The ADE-SEU will continue to contract with the University of Arkansas at Little Rock Bowen School of Law Mediation Center.	19
Special Education Law Symposium	One Hearing Officer attended the June 2012 Special Education Law Symposium in Bethlehem, PA.	15, 18, 19
<p>Monitoring/Program Effectiveness: The IDEA requires that the primary focus of IDEA monitoring be on improving education results and functional outcomes for children with disabilities, and ensuring the State meets the IDEA program requirements. The M/PE section monitors LEAs for procedural compliance on regulatory issues and provides technical assistance to support their efforts toward improving results for students with disabilities and their families.</p>		

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Activity	Description	Related Indicators			
Verification Procedures	ADE-SEU M/PE staff continued to implement and refine the monitoring and verification procedures for correction of noncompliance.	1-15			
Early Child Outcomes Summary Forms	In accordance with the monitoring cycle, the M/PE staff reviewed 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.	7, 20			
Early Childhood Outcomes Technical Assistance	Early Childhood Outcomes Technical Assistance: The M/PE staff provided individualized technical assistance for Early Childhood Special Education Programs throughout the year on the administration of the ECO 7 point scale.	7, 20			
Review of LEA APR Profiles	The M/PE section of the Special Education Unit (SEU) reviews the LEA APR profiles to target monitoring and technical assistance activities based on Indicator performance. M/PE staff assists districts in developing strategies and actions to address localized concerns around the indicators.	1-14			
Review of Policy, Procedures, and Practices	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. The State verified each LEA’s self-assessment through desk audits and/or on-site visits to determine whether an LEA was in compliance with Part B requirements. The ADE-SEU M/PE Section continued to review and refine the protocol for identifying inappropriate policies, procedures, and practices.	4, 9, 10			
Family Outcomes Report	The Arkansas IDEA Data & Research Office, in cooperation with the M/PE Section, analyzed the family survey results from 2011-12 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.	8, 20			
On-site Monitoring	The M/PE section continued its cyclical monitoring of LEAs for procedural compliance on regulatory issues. Districts failing to meet requirements were issued a written finding requiring the noncompliance to be corrected as soon as possible and no later than one year. The SEA supervisor assigned to the LEA assisted in the development of the corrective action plan, and verified corrections through submitted documentation, database review and/or on-site visits. Technical assistance was provided to support the LEA’s efforts toward maintaining compliance and improving results for students with disabilities and their families.	1-15			
School Psychology Services: The consultant for School Psychology Services provides professional development and consultation to Arkansas schools, state and community agencies and organizations related to supporting all students/children (Data-based Decision Making related to academics and behavior, Special Education Eligibility, Placement and Programming, Early Intervention/Response to Intervention, School-based Mental Health Services, School Improvement).					
Activity	Description	Related Indicators			
School Psychology Services Summary	Number of Trainings	Name of Activity	Number of Participants	Number of Locations	
	1	Arkansas School Psychology Association Panel Discussion on Specific Learning Disability	25	1	9, 10
	1	Best Practices in Conducting Psycho-educational Evaluations	4	1	9, 10, 11
	1	Best Practices in the Referral and Evaluation of ELL Students with Disabilities	32	1	9, 10, 11
	3	Beyond the Numbers-Making Sense of Evaluation Data (in collaboration with TBI Consultant, Aleecia Starkey)	49	3	9, 10, 11
	1	Cultural Competence and Non-discriminatory Assessment	9	1	9, 10
	1	Professional Ethics and Conduct for bilingual interpreters (in collaboration with UAMS-Partners for Inclusive Communities)	6	1	5, 6, 9, 10

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1	Closing the Achievement Gap in Arkansas-Model for RtI Implementation	35	1	1, 2, 3, 4, 5, 8, 9, 10
8	Comprehensive Evaluation for Special Education Services: From Pre-referral to Eligibility	92	6	9, 10, 11
3	Cultural Competence and Assessment	62	3	9, 10
1	Essential Components of the Psycho-educational Evaluation	17	1	9, 10, 11
1	Interpretation of Psycho-educational Evaluation Data	25	1	9, 10
1	Revisiting Specific Learning Disability: What has changed and what has remained the same?	39	1	9, 10
1	The Assessment of Adaptive Behavior	13	1	9, 10
2	The Psycho-educational Evaluation Process	24	2	9, 10, 11
40	On-site Consultations	40	Statewide	1-11

Co-Teaching Project: During 2011-12, 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.

Activity	Description	Related Indicators																												
Cohort Participation	<p>Two cohorts of schools participated in 2011-12 comprehensive professional development package. Cohort 1 was composed of 16 schools from across the state and Cohort 2 was composed of 10 schools from a single district.</p> <p>The Cohort 1 Statewide staff participated in the following activities:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">ACTIVITY</th> <th style="text-align: center;">NUMBER OF PARTICIPANTS</th> </tr> </thead> <tbody> <tr> <td>Phase I: Co-Teaching Foundational Sessions</td> <td style="text-align: center;">98</td> </tr> <tr> <td>Phase II: Building Leadership Team Sessions</td> <td style="text-align: center;">118</td> </tr> <tr> <td>Phase III: “Hands On” Co-Teaching Partners Follow-Up Sessions</td> <td style="text-align: center;">87</td> </tr> <tr> <td>Phase III: Webinars “Differentiated Instruction in Co-Taught Classroom”</td> <td style="text-align: center;">16 teams attended 5 webinars</td> </tr> </tbody> </table> <p>Staff from Cohort 2 participated in a package that was customized for their needs:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">ACTIVITY</th> <th style="text-align: center;">NUMBER OF PARTICIPANTS</th> </tr> </thead> <tbody> <tr> <td>Phase I: Co-Teaching Foundational Sessions Part 1</td> <td style="text-align: center;">91</td> </tr> <tr> <td>Phase I: Co-Teaching Foundational Session Part 2</td> <td style="text-align: center;">82</td> </tr> <tr> <td>Phase I: Providing Administrative Support to Co-Teaching Programs</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Phase II: Building Leadership Team Sessions</td> <td style="text-align: center;">81</td> </tr> <tr> <td>Phase III: “Hands On” Co-Teaching Partners Follow-Up Sessions</td> <td style="text-align: center;">86</td> </tr> <tr> <td>Phase III: Webinars for Building Leadership Team</td> <td style="text-align: center;">10 teams attended 2 webinars</td> </tr> <tr> <td>Phase III: “Differentiated Instruction in Co-Taught Classroom” webinars for co-teachers</td> <td style="text-align: center;">7 teams attended 3 webinars</td> </tr> <tr> <td>Phase III: “Differentiated Instruction in Co-Taught Classroom” professional learning community recorded versions</td> <td style="text-align: center;">3 teams participated</td> </tr> </tbody> </table>	ACTIVITY	NUMBER OF PARTICIPANTS	Phase I: Co-Teaching Foundational Sessions	98	Phase II: Building Leadership Team Sessions	118	Phase III: “Hands On” Co-Teaching Partners Follow-Up Sessions	87	Phase III: Webinars “Differentiated Instruction in Co-Taught Classroom”	16 teams attended 5 webinars	ACTIVITY	NUMBER OF PARTICIPANTS	Phase I: Co-Teaching Foundational Sessions Part 1	91	Phase I: Co-Teaching Foundational Session Part 2	82	Phase I: Providing Administrative Support to Co-Teaching Programs	24	Phase II: Building Leadership Team Sessions	81	Phase III: “Hands On” Co-Teaching Partners Follow-Up Sessions	86	Phase III: Webinars for Building Leadership Team	10 teams attended 2 webinars	Phase III: “Differentiated Instruction in Co-Taught Classroom” webinars for co-teachers	7 teams attended 3 webinars	Phase III: “Differentiated Instruction in Co-Taught Classroom” professional learning community recorded versions	3 teams participated	3, 4, 5
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Evaluation of Co-Teaching Project	<p>Session evaluations were completed by participants at the end of each session. All 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 4.58.</p> <p>Pre and post findings for the <i>Needs Assessment</i> indicate progress across schools for co-teaching implementation. Cohort 1 Statewide and Cohort 2 District-wide included schools new to co-teaching and schools continuing their professional development. Results Cohort 1 State-wide’s fall 2011 administration of the APC suggested dramatic progress on this instrument between fall 2011 and spring 2012 with the average school addressing 86% of the items to some extent in spring 2012. Although the change for the Cohort 2 District-wide was not as dramatic, there was progress with the average school addressing 78% of</p>	3, 4, 5																												

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	<p>the items to some extent.</p> <p>The Cohort 1 Statewide means for the <i>Colorado Assessment of Co-Teaching (CO-ACT)</i> survey Factor Total Scores (Factor 1- Personal Prerequisites, Factor 2 – Professional Relationship, and Factor 3 – Classroom Dynamics) were computed in the spring 2012 and compared to the fall 2011 scores. Gains were across all three factors with an overall gain for Factors 1, 2, and 3 totaling of approximately 9 points. In spring 2012, the average co-teaching partnership fell just short of the average exemplary team score. An independent-samples T-test was conducted on fall 2011 and spring 2012 data to compare total scores of Factors 1, 2, and 3 for general educators (26) and special educators (18). A comparison between fall and spring data indicated that there was no statistically significant impact on teacher perceptions based on subject area although grade level did significantly impact teacher perceptions with less favorable perceptions noted on the high school level.</p> <p>Cohort 2 District-wide means for the <i>Colorado Assessment of Co-Teaching (CO-ACT)</i> survey Factor Total Scores (Factor 1- Personal Prerequisites, Factor 2 – Professional Relationship, and Factor 3 – Classroom Dynamics) were also computed in the spring 2012 and compared to the fall 2011 scores. The fall data suggested that most teams had progressed beyond the initial stages of co-teaching implementation, so the changes in perceptions measured with the spring administration of the CO-ACT were not as great as the Cohort 1 Statewide. In spring 2012, the average co-teaching partnership fell just short of the average exemplary team score for the 3 factor scores and 9 points short of the average exemplary team score for Factors 1, 2, and 3. As in Cohort 1 Statewide, the independent-samples T-tests were conducted to determine if grade level, subject area or role significantly impacted teacher perception. For Cohort 2 District-wide, grade level did not impact perception although impact was noted for subject area with literacy/English teachers indicating a more positive perception than math teachers. In addition, a significant impact difference was noted between general and special education teachers with general education teachers' perceptions ranking somewhat lower.</p> <p>In Cohort 1 Statewide, the percent of all students in co-taught classrooms earning grades in categories A through F were calculated for each of the 55 sites. The percent of students with and without disabilities earning grades in categories A-F were also calculated for the 55 sites. 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). Across the 55 sites, the mean percent of all students earning A's was 18%, B's was 29%, C's was 30%, D's was 16%, and F's was 7%. When disaggregated for students with disabilities, the mean percent earning A's was 7%; mean percent B's was 27%; mean percent C's was 38%; mean percent D's was 24%; and mean percent F's was 4%. In this cohort group, 96% of students with disabilities received passing grades in their co-taught classrooms.</p> <p>Mean GPA for all students (with and without disabilities) was 2.36 which approaches a C+ average, whereas mean GPA for students with disabilities was 2.09 which is only slightly above a C average. Mean GPA for students without disabilities was 2.44, which is only slightly higher than mean GPA for all students. Mean GPA was disaggregated by subject area. Mean GPA was 2.52 for the 32 co-taught Literacy/English classes. In co-taught literacy/English classes, mean GPA was lower (2.21) for students with disabilities than mean GPA (2.61) for students without disabilities. In comparison, mean GPA for students in the 17 co-taught mathematics classes was lower (2.22) than mean GPA in co-taught literacy/English classes. Students with disabilities in co-taught mathematics classes earned a mean GPA of 1.96, in comparison to a mean GPA of 2.28 for students without disabilities. Results by grade level revealed that students with and without disabilities generally earned better grades at the elementary and middle/junior high school levels than at the high school level.</p>	
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	<p>Final grades of students with and without disabilities from 98 classes in Cohort 2 District-wide were compiled and analyzed. Mean GPA for all students (with and without disabilities) in co-taught classes were positively skewed (higher percentages in the A and B categories as compared to the D and F categories. Across the 98 classes, the mean percent earning A’s was 16%, B’s was 28%, C’s was 29%, D’s was 18%, and F’s was 8%. When the grades were disaggregated by students with and without disabilities, the mean percent of students with disabilities’ earning A’s was 5%, B’s was 26%, C’s was 32%, D’s was 28%, and F’s was 10%. In Cohort 2 District-wide, 90% of students with disabilities received passing grades in their co-taught classrooms.</p> <p>Mean GPA was disaggregated by subject area. In co-taught Literacy/English classes, the mean GPA was slightly lower (2.30) for students with disabilities and slightly higher (2.59) for students without disabilities. In comparison, mean GPA for students in co-taught Mathematics classes was much lower (1.95). As with Cohort 1 Statewide, results by grade level revealed students with and without disabilities generally earned better grades at the elementary school level than at the middle/junior high school or high school levels. The project provided each school with two individualized reports summarizing their fall and spring implementation evaluation reports. For Cohort 2 District-wide, the project also provided the district leadership team with a copy of their cohort report in addition to the individual school reports.</p>	
<p>Co-Teaching Summary</p>	<p>The AR Co-Teaching Project also continued its efforts to provide technical assistance to schools that did not participate in its professional development package but were interested in improving or implementing a co-teaching program. Members of the Project’s team worked with the ADE Professional Development Unit state specialist and ADE Special Education Unit state area supervisors to provide technical assistance to district leadership teams to assist them in improving their special education subpopulation scores and other targeted areas including LRE. In a collaborative venture with the AR State Personnel Development Grant (SPDG), the Project’s national partner, Dr. Lisa Dieker, offered a statewide co-teaching implementation planning webinar to interested districts in the spring of 2012.</p> <p>The project continued to publicize its resources including 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. The project also began videotaping exemplary co-taught classrooms to create new materials for professional development sessions. In addition, project staff offered informational presentations at the Arkansas Council for Exceptional Children (ARCEC) conference, and when possible, provided on-demand onsite presentations at district sites.</p> <p>The use of co-teaching in Arkansas is leveling off. Based on fulltime equivalency (FTE), in 2011-12 there were 458.07 teachers in 96 districts engaged in co-teaching in the K-12 classroom, a decrease from 459.71 teachers (FTE) in 108 districts from 2010-11. While the number of teachers (FTE) has remained steady fewer districts reported the use of co-teaching.</p>	<p>3, 4, 5</p>
<p>Interagency Collaborations: The ADE-SEU continues to be involved in interagency collaborations to enhance the provision of special education services for children with disabilities.</p>		
<p>Activity</p>	<p>Description</p>	<p>Related Indicators</p>
<p>Quarterly Meetings with DHS-DDS</p>	<p>The ADE-SEU 619 Coordinator and the Director of IDEA Data & Research met quarterly with DDS 3-5 and early intervention program leadership.</p>	<p>6, 7, 11, 12</p>
<p>Expanding Opportunities Grant</p>	<p>The ADE-SEU 619 Coordinator is a member of the Inclusion Training Team. The Team continued to work with the National Early Childhood Technical Assistance Center (NECTAC) on the implementation of the grant.</p>	<p>6</p>

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Monthly Meetings with the Division of Youth Services	The M/PE section of the ADE-SEU met monthly with the Division of Youth Services education system personnel to support them in their implementation of special education services to incarcerated youth.	1-5; 8-14
Quarterly Meetings with DYS Oversight Committee	The ADE-SEU participated in quarterly meetings with the DYS Oversight Committee.	1, 2, 4, 5, 13, 14
Regional Inclusion Professional Development	The ADE-SEU 619 Coordinator in collaboration with the Division of Child Care and Early Childhood Education and the Department of Human Services/Division of Developmental Disability Services (DHS-DDS) Children Services Section hosted five (5) regional professional developmental opportunities during the 2011-12 school year. Participants included Part C, Part B, and regular early childhood providers. The training included: <ul style="list-style-type: none"> • Part C Services • Early Childhood Special Education Part B services • New minimum licensure requirements for all licensed day care programs. The new licensure standards became effective January 1, 2012. The new regulations are located in the Minimum Licensing Requirements for Child Care Centers Page 49 regulation 1400 Special Needs at: http://humanservices.arkansas.gov/dccece/licensing_docs/MLR%20-%20Center%202011.pdf 	6, 11, 12
Conscious Discipline Training	The Division of Child Care and Early Childhood Education in collaboration with the Arkansas Special Education Early Childhood Association provided six days of training on “Conscious Discipline” by Dr. Becky A. Bailey. The training which was conducted as three (3), two (2) day trainings had approximately 500 early childhood regular and special education teachers in attendance.	4, 6, 7
Collaborative Professional Development Opportunities	Professional Development Opportunities sponsored by the Division of Child Care and Early Childhood Education included: <ul style="list-style-type: none"> • Investigate Discover and Explore: Math and Science for Young Children. A 30 hour course focusing on the framework and benchmarks for math and science strategies in working with young children. • Pre-K Framework Handbook. A 30 hour course providing an introduction to the Arkansas Framework and curriculum development. The course information on developing topics of study, planning activities, engaging families, involving communities, assessment and evaluation and portfolio development. • Pre-K Early Literacy Learning in Arkansas. A 30 hour course to assist teachers with planning programs for language and literacy development. • Pre-K Social-Emotional Learning for Young Children. A 45 hour course addressing strategies and activities to ensure healthy social emotional development in programs for children ages 3-5. • Welcome the Children. A program that assists early childhood professionals to better understand diversity, appreciate cultural differences and similarities, learn strategies to support English Language Learners, and promote inclusion. Training and technical assistance is available on the followings topics: (1) Cross Cultural Perspectives: Focus on Latin American Families, (2) Anti-Bias Every Day, (3) Enhancing Language Development for English Language Learners, (4) Building Skill Sets of Bilingual Personnel, (5) Building Sets for Bilingual Meetings, (6) Exploring Differences within Families, and (7) Including children with Disabilities in Early Childhood Settings. 	6, 7, 8
Curriculum and Assessment: The ADE-SEU works closely with the Student Assessment Unit and the Curriculum and Instruction Unit to ensure all students have access and progress in the general education curriculum with meaningful participation in statewide assessments.		
Activity	Description	Related Indicators
Alternate Portfolio Assessment	Statewide training on preparation and submission of the alternate portfolio assessment was provided by webinar on September 2, 2011, by the staff of the Student Assessment Unit.	3

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Webinar Training	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 <i>Alternate Portfolio Assessment for Students with Disabilities</i> . The workshops were held the week of September 20–23, 2011, at the Holiday Inn Airport Conference Center. The workshops provided a <i>Recap of the 2010-11 Assessment Administration</i> and a <i>What’s New for the 2011-12</i> as well as breakout sessions for staff at all grade levels.	3
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 participates on this important committee. This review is conducted every year on the hundreds of proposed test items from the test publisher.	3
District Test Coordinator Training	The Assessment Unit of the Department of Education presented nine regional trainings for all of the local test coordinators and test administrators across the state in January and February 2012. State law requires each test coordinator to attend this training every year for an update on administration and testing procedures.	3
Arkansas EOC and Grade 11 Literacy – Professional Development Workshops	The Arkansas Department of Education, in conjunction with Questar Assessment, Inc., provided a series of one-day workshops for school districts. The workshops focused on scoring and rubric development for constructed response items. There were workshops for Algebra I, Biology, Geometry, and Grade 11 Literacy.	3
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 is available on the Special Education website under Data and Research, http://arksped.k12.ar.us/documents/data_n_research .	3
Standards Based IEPs	In an effort to improve results for students with disabilities, the Special Education Unit has developed a Standards-Based IEP system which will be fully operational beginning April 1, 2013. With the implementation of Standards Based IEPs, the SEU expects to see an increased correlation between the Common Core State Standards, IEP goals and classroom instruction. Pilot activities continued in the participating school districts: Magnolia, Bryant, and Springdale. These activities included trial use of the professional development modules and draft versions of the new IEP forms. Final reports and recommendations from these sites were presented at a meeting in spring 2012. A state-wide Summer Institute held for Special Education Supervisors provided an opportunity for the Supervisors to learn the Standards-Based IEP process and practice using the training materials. This Institute allowed the Supervisors to become more knowledgeable and prepared for offering Standards-Based IEP training in their own districts.	3, 4, 5, 6, 7, 8, 13

Technology and Curriculum Access Center: During the 2011-2012 school year, the Technology and Curriculum Access Center (TCC), located in the Easter Seals Arkansas facility, provided technical assistance to school districts on alternate portfolio assessment. The staff from TCC is well trained and has many years of experience working with the alternate portfolio assessment.

Activity	Description				Related Indicators
Technology and Curriculum Access Center Summary of Activities	Number of Trainings	Name of Activity	Number of Participants	Number of Locations	
	6	AAC Devices and Services	29	4	1,2,4,5,13, 14
	3	Accommodations and Curriculum	57	1	1,2,3,5,13,

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	2	Accommodations and Modifications for General and Special Education	71	2	3,5
	1	Accommodations and Universal Design for Students with Significant Cognitive Disorders	22	1	3,5
	3	ACTAAP Range Finding	36	3	3
	1	Adaption to Curriculum	14	1	3,5
	2	Algebra and Geometry Alternate Assessment	17	2	3,5,13
	58	Alternate Portfolio Consultation	834	26	3,5
	1	Alternate Portfolio Training	11	1	3,5
	30	Assistive Technology	341	10	3,5,6,7,13
	2	Biology and Science APA	24	1	3,5,13
	1	Bookshare Training	27	1	3,5
	2	Braille Consultation	3	1	5
	1	Common Core Strategies	11	1	5,8
	1	Data Collection and Autism	9	1	5,8,13,14
	1	Tying the Knot Parent and Professional Training	36	1	8
	5	Video Modeling for Students with Autism	78	5	4,5,6,7,8
	26	Individual Student Evaluation/Consultation	26	20	9,10

IDEA Data and Research Office: The IDEA Data & Research Office is to provide 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.

Activity	Description			Related Indicators	
IDEA Data & Research Training Summary	The IDEA Data and Research Office continued regular training with local special education data staff. 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.			1-15, 20	
	Number of Trainings	Name of Activity	Number of Participants		Number of Programs
	2	DHS-DDS MySped Application Data Entry: Face-to-Face Training	23		18
	2	Early Childhood Special Education Module Data Entry Training: Face-to-Face Training	15		12
	11	School Age Special Education Module Data Entry Training: Face-to-Face Training	92		63
	4	School Age Special Education MySped Cycle 7 Review Process: WebEx Training	114		93
	3	Early Childhood Special Education Cycle 7 Review Process: WebEx Training	38		22
	2	DHS-DDS 3-5 Cycles 4-7 Reporting Requirements: WebEx Training	62		27
	2	Early Childhood Cycles 2 – 7 Reporting Requirements: WebEx Training	42		24
	4	School Age Cycles 2 – 7 Reporting Requirements: WebEx Training	147		124
	2	DHS-DDS Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training	72		47
	2	Early Childhood Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training	48		26

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	4	School Age Cycle 4 (Employee & Child Count)Reporting & Review WebEx Training	134	101	
Data Driven Decision Making	The Center for Applied Studies in Education and the IDEA Data & Research Office at UALR, in partnership with the ADE, sponsored a one-day seminar on Data Driven Decision Making for early childhood programs in spring 2012. The seminar was presented by the IDEA Data & Research staff.				6, 7
Statewide Student Management System	The IDEA Data & Research office in cooperation with the Arkansas Public School Computer Network office trained 84 special education school age administrators and data entry staff from 84 districts on the new SMS in which special education student data information is fully integrated. Additionally, 12 special education early childhood administrators and data entry staff, from six school districts, received training on the new SMS.				1-14, 20
Data Validation and Verification Workgroup	The Director of the IDEA Data & Research Office participated on a national workgroup developing technical assistance documents on data validation and verification. The final document will be presented at the August 2012 OSEP Leadership Conference.				20
IDEA Data & Research Staff Conference Participation	<ul style="list-style-type: none"> • OSEP Leadership Conference, August, 2011 • ED Facts. April, 2012. Washington, DC • EIMAC Spring and Fall Meetings • Secondary Transition State Planning Institute hosted by the National Secondary Transition and Technical Assistance Center. May, 2012. Charlotte, NC • Early Childhood Outcomes. September, 2011. New Orleans, LA • Dropout Prevention Summit. March, 2012. Baltimore, MD 				1-20