



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 28, 2014

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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 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 APR follows the format established by the federal Office of Special Education Programs (OSEP). There were no changes made to the State Performance Plan.

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, 2014 of their status. Individual LEA reports will be generated and posted to the ADE special education website along with the SPP and APR under Data and Research, Public Reporting.

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
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Enclosures

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



PART B ANNUAL PERFORMANCE REPORT
2012-13

F e b r u a r y 1, 2 0 1 4

Part B State Annual Performance Report (APR) for FFY 11 (2012-13)

TABLE OF CONTENTS

Monitoring Priority: FAPE in the LRE	2
Indicator 01: Graduation Rates	3
Indicator 02: Dropout Rates.....	6
Indicator 03: Assessment.....	8
Indicator 04: Suspension/Expulsion	15
Indicator 05: School Age LRE.....	22
Indicator 06: Preschool LRE.....	25
Indicator 07: Preschool Outcomes.....	27
Indicator 08: Parent Involvement.....	34
Monitoring Priority: Disproportionality	38
Indicator 09: Disproportionality – Eligibility Category.....	38
Indicator 10: Disproportionality – Child with a Disability.....	41
Monitoring Priority: Effective General Supervision Part B/Child Find	44
Indicator 11: Child Find.....	44
Monitoring Priority: Effective General Supervision Part B/Effective Transition	47
Indicator 12: Early Childhood Transition	47
Indicator 13: Secondary Transition.....	51
Indicator 14: Post-School Outcomes	55
Monitoring Priority: Effective General Supervision Part B	60
Indicator 15: Identification and Correction of Noncompliance.....	60
Indicator 16: Complaint Timelines	66
Indicator 17: Due Process Timelines	66
Indicator 18: Hearing Request Resolved by Resolution Session.....	67
Indicator 19: Mediation Agreements	68
Indicator 20: State Reported Data.....	69
Improvement Activities Index	73
Activities, Descriptions, and Related Indicators.....	74

Part B State Annual Performance Report (APR) for FFY 2012

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, 2014, 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.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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 79.15%. There were 3,502 ninth grade students receiving special education and related services identified for the cohort, of which 2,772 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

Part B State Annual Performance Report (APR) for FFY 2012

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 2012:

The target for FFY 2012 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 2011-12 data is 79.15%. The FFY 2011 rate has improved by 3.84 percentage points from the previous year rate of 75.31%.

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 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

Part B State Annual Performance Report (APR) for FFY 2012

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

There were no revisions to the proposed targets or improvement activities.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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 2011-12, 2.62% of students in grades 7-12 receiving special education services dropped out of school.	
<small>Note: Dropout rates are reported a year in arrears.</small>	

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).

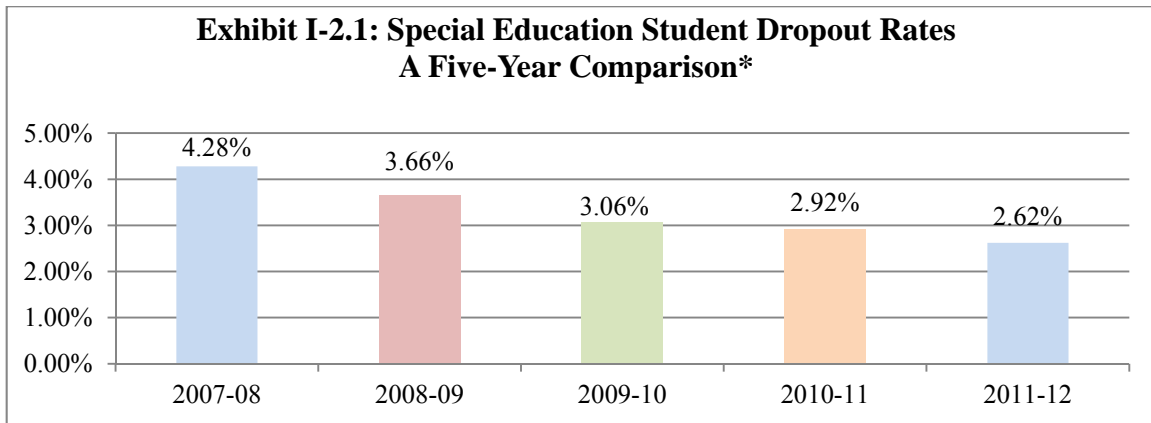
The single year event data for this indicator is collected through the Arkansas Public School Computer Network (APSCN) student information system and submitted through the EDEN submission system (ESS) by the ADE Data Administration Office. Data Administration provides the numbers for this indicator to 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
585	22,313	2.62%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

Based on the ESEA data for students in grades 7-12, in the 2011-12 school year, the special education dropout rate was 2.62%; an improvement from the 2010-11 dropout rate of 2.92%. Arkansas met the target by 1.58 percentage points. The 2.62% 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 for the past three years.

Part B State Annual Performance Report (APR) for FFY 2012



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

Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

There were no changes to the proposed targets or improvement activities.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	Districts Meeting AMO for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2012	17.15%		Math		Reading		Math		Reading	
			95.00%		95.00%		51.44%		45.22%	
Actual Target Data for FFY 2012	#	%	#	%	#	%	#	%	#	%
	87/254	34.25	30,572	97.69	28,530	97.81	12,869	42.09	9,481	33.23

Part B State Annual Performance Report (APR) for FFY 2012

Actual Target Data for FFY 2012:**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 34.25%.

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 2012	Percent of Districts
FFY 2012	256	254	87	34.25

3. B - Actual Participation Data for FFY 2012

Math Assessment	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
	3	4	5	6	7	8	HS	#	%
a Children with IEPs	4,593	4,599	4,515	4,266	4,045	3,923	5,355	31,296	100.00%
b IEPs in regular assessment with no accommodations	1,246	879	689	585	431	442	762	5,034	16.08%
c IEPs in regular assessment with accommodations	2,749	3,088	3,194	3,047	2,977	2,819	2,011	19,885	63.54%
d IEPs in alternate assessment against grade-level standards	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
e IEPs in alternate assessment against modified standards	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
f IEPs in alternate assessment against alternate standards	533	555	549	566	557	563	2,330	5,653	18.06%
g Overall (b+c+d+e+f) Baseline	4,528	4,522	4,432	4,198	3,965	3,824	5,103	30,572	97.69%
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.	65	77	83	68	80	99	252	724	2.31%

Reading Assessment	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
	3	4	5	6	7	8	11	#	%
a Children with IEPs	4,593	4,599	4,515	4,266	4,045	3,923	3,229	29,170	100.00%
b IEPs in regular assessment with no accommodations	1,252	882	696	586	433	443	548	4,840	16.59%
c IEPs in regular assessment with accommodations	2,740	3,085	3,186	3,044	2,973	2,817	1,775	19,620	67.26%
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

Part B State Annual Performance Report (APR) for FFY 2012

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	533	555	549	566	557	563	747	4,070	13.95%
g	Overall (b+c+d+e+f) Baseline	4,525	4,522	4,431	4,196	3,963	3,823	3,070	28,530	97.81%
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.		68	77	84	70	82	100	159	640	2.19%

3. C – Actual Performance Target Data for FFY 2012

Math Assessment		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	HS	#	%
a	Children with IEPs	4,528	4,522	4,432	4,198	3,965	3,824	5,103	30,572	100.00%
b	IEPs in regular assessment with no accommodations	938	593	331	261	151	113	279	2,666	8.72%
c	IEPs in regular assessment with accommodations	1,187	1,162	676	765	600	386	851	5,627	18.41%
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	466	451	421	377	370	334	2,157	4,576	14.97%
g	Overall (b+c+d+e+f) Baseline	2,591	2,206	1,428	1,403	1,121	833	3,287	12,869	42.09%

Reading Assessment		Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total	
		3	4	5	6	7	8	11	#	%
a	Children with IEPs	4525	4522	4431	4196	3963	3823	3070	28,530	100.00%
b	IEPs in regular assessment with no accommodations	788	615	457	217	163	161	94	2,495	8.75%%
c	IEPs in regular assessment with accommodations	584	902	795	431	613	539	186	4,050	14.20%
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

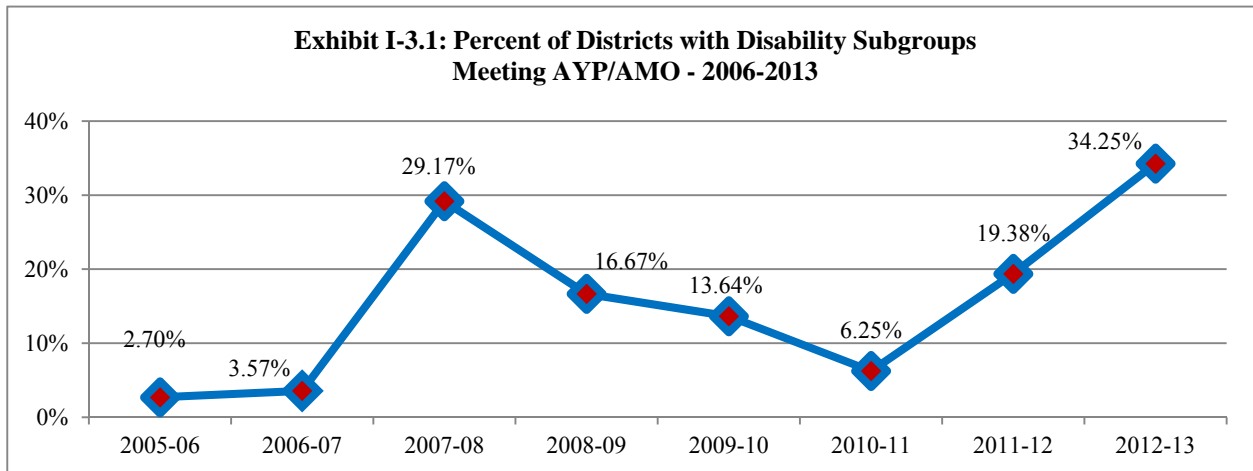
Part B State Annual Performance Report (APR) for FFY 2012

f	IEPs in alternate assessment against alternate standards	402	402	399	395	356	358	624	2,936	10.29%
g	Overall (b+c+d+e+f) Baseline	1,774	1,919	1,651	1,043	1,132	1,058	904	9,481	33.23%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

AMO:

The 2012-13 Annual Measurable Objectives (AMO) rate for Arkansas districts with disability subgroups is 34.25%. Arkansas received ESEA Flexibility and applied the AMO measurement to the 2012-13 Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) results to determine school and district ESEA status for the 2013-14 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 AMO.

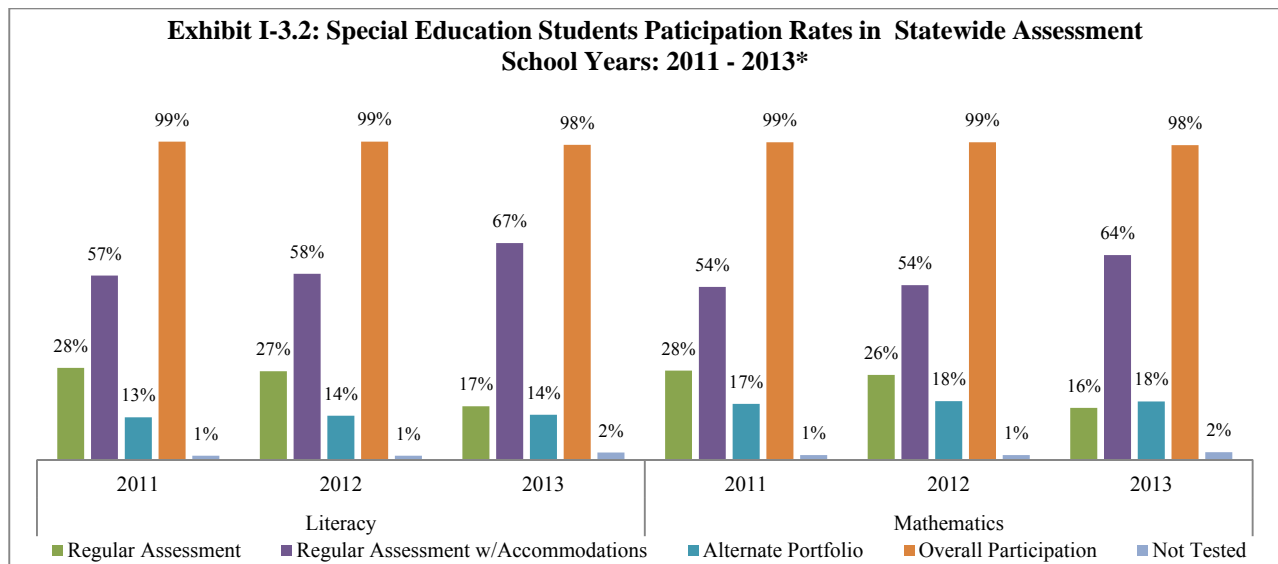


**Participation:
Mathematics**

The participation target is 95%; the 2012-13 participation rates fell slightly to 97.81 from the previous year rate of 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 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.

Part B State Annual Performance Report (APR) for FFY 2012



*Percentages are rounded

Literacy

The participation target is 95%; the 2012-13 participation rates declined slightly to 97.81% from the previous year rate of 98.81% (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:

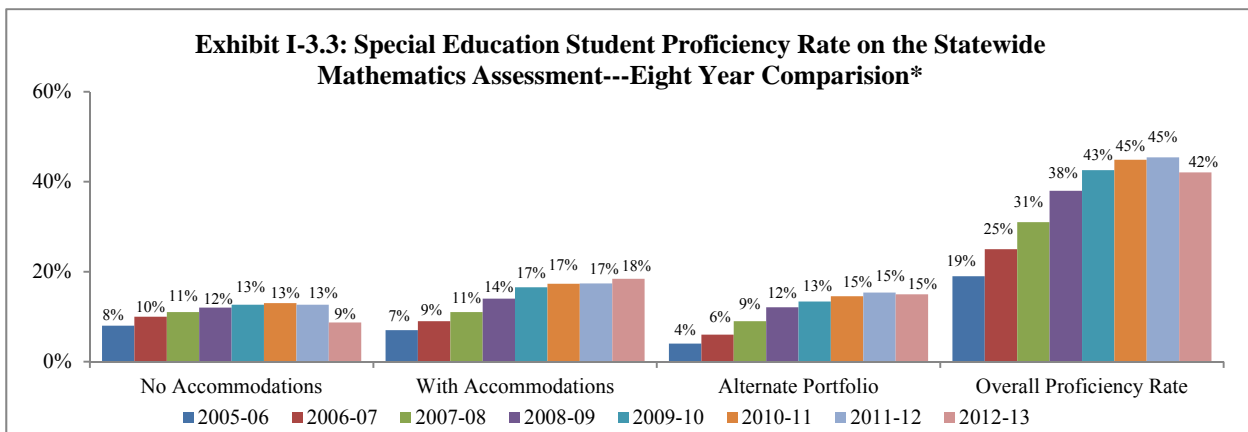
The proficiency rate for students with disabilities declined in mathematics and literacy for 2012-13. This is the first decline in eight (8) years. It is very challenging for the State to show gains in student performance within short periods of time. This performance score is a composite of all student scores across all the assessed grades, and represents students at all instructional levels and thousands of teachers statewide. For a comparison of special education students to all students please visit the website of the Arkansas Research Center (ARC) at <https://arc.arkansas.gov/ql/k12/sgpp>. The ARC was established in 2008 by an Institute for Education Statistics grant awarded to the Arkansas Department of Education (ADE). In 2012-13, the ADE moved the duties of ESEA accountability to the ARC from the National Office for Research, Measurement and Evaluation Systems (NORMES).

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 public reporting section <https://arksped.k12.ar.us/drPublicReporting.html>.

Part B State Annual Performance Report (APR) for FFY 2012

Mathematics

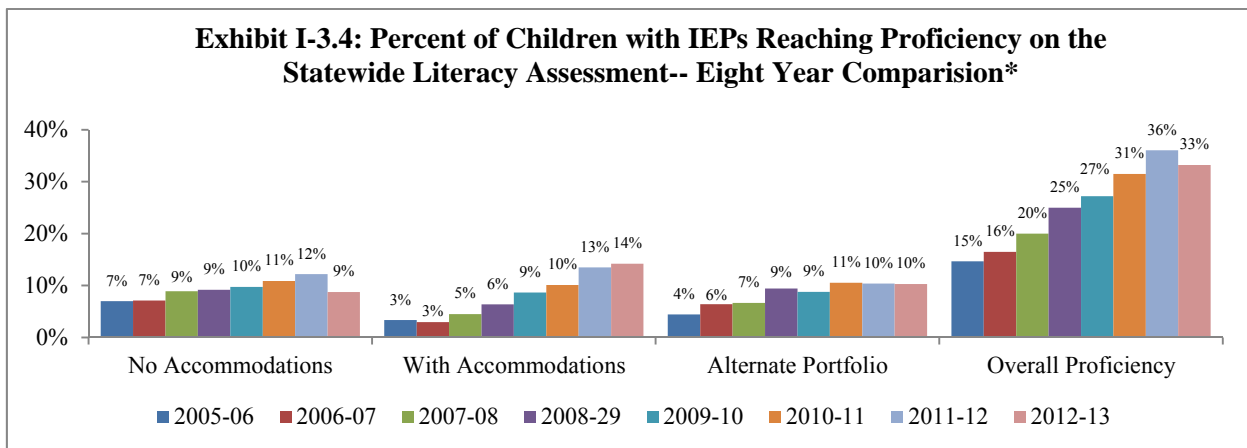
Arkansas received Flexibility approval in 2012 with a target to reduce proficiency, growth, and graduation rate gaps by half by 2016-17. For the purpose of the SPP and APR, Arkansas will maintain the previous established proficiency targets. The target for 2012-13, for students with disabilities, is 51.44%. The mathematics proficiency rate declined from 45.42% to 42.09%; missing the target by 9.35 percentage points. This is the first decrease in mathematics proficiency Arkansas has seen in eight years. However, there has been a 121.53% change in the overall proficiency rate since 2005-06 school year. Exhibit I-3.3 displays an eight-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 2012-13 for students with disabilities is 45.22%. The literacy proficiency rate declined from 36.06% to 33.23%; missing the target by 11.99 percentage points. This is the first decrease in literacy proficiency Arkansas has seen in eight years. However, there has been a 120% change in the overall proficiency rate since 2005-06 school year. Exhibit I-3.4 displays an eight-year comparison of mathematics proficiency.



*Percentages are rounded

Part B State Annual Performance Report (APR) for FFY 2012

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

There were no revisions to the targets, improvement activities, timelines, or resources.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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

Part B State Annual Performance Report (APR) for FFY 2012

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 2011-12, 499 children with disabilities (aged 3-21) had out-of-school suspensions greater than 10 days or were expelled. Through the State’s monitoring system, 10 of 271 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 3.69%.

Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
271	10	3.69%

Review of Policies, Procedures, and Practices: For each of the 10 LEAs that the State identified in 2011-12 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.

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 under Monitoring & Program Effectiveness on the Monitoring Procedure page or <https://arksped.k12.ar.us/mpeProcedures.html>.

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

Part B State Annual Performance Report (APR) for FFY 2012

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 2012 for 4A:

In 2011-12, the unduplicated count of students suspended or expelled for greater than 10 days decreased from 580 to 499; a difference of 81 students. The number of districts identified as having a significant difference also decreased from 28 in 2010-11 to 10 in 2011-12. This is the lowest number of districts Arkansas has seen. Arkansas met its target of 6.23% by 2.54 percentage points.

Correction of FFY 2011 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	0
2. Number of FFY 2011 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 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2011 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

Part B State Annual Performance Report (APR) for FFY 2012

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 2012 (using 2011-2012 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 2011-12, there were 15 districts excluded for identification because the child count did not exceed 40 students. Ten (10) 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.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012 (using 2011-2012 data)	271	3	1.11%

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 2012 (using 2011-2012 data)	271	0	0%

Review of Policies, Procedures, and Practices

Each of the 3 LEAs that the State identified in 2011-12 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.

Part B State Annual Performance Report (APR) for FFY 2012

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 under Monitoring & Program Effectiveness on the Monitoring Procedure page or https://arksped.k12.ar.us/documents/data_n_research/SelfAssessmentAugust2013FINAL.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 2012 for 4B:

Three (3) LEAs were identified as having a Significant Discrepancy by Race or Ethnicity, in rates of suspension and expulsion, and the review of policies, procedures, and practices resulted in zero findings of noncompliance. Arkansas met the compliance target of 0%.

Correction of FFY 2011 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	0
2. Number of FFY 2011 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 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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

Part B State Annual Performance Report (APR) for FFY 2012

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 Public Reporting on the Data & Research webpage The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

Reporting of the indicator is a year in arrears. No revisions were made to the proposed target or improvement activities.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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 2012:

A. 52.88% 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
27,447	51,909	52.88

B. 13.18% 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
6,843	51,909	13.18

C. 2.57% of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements.

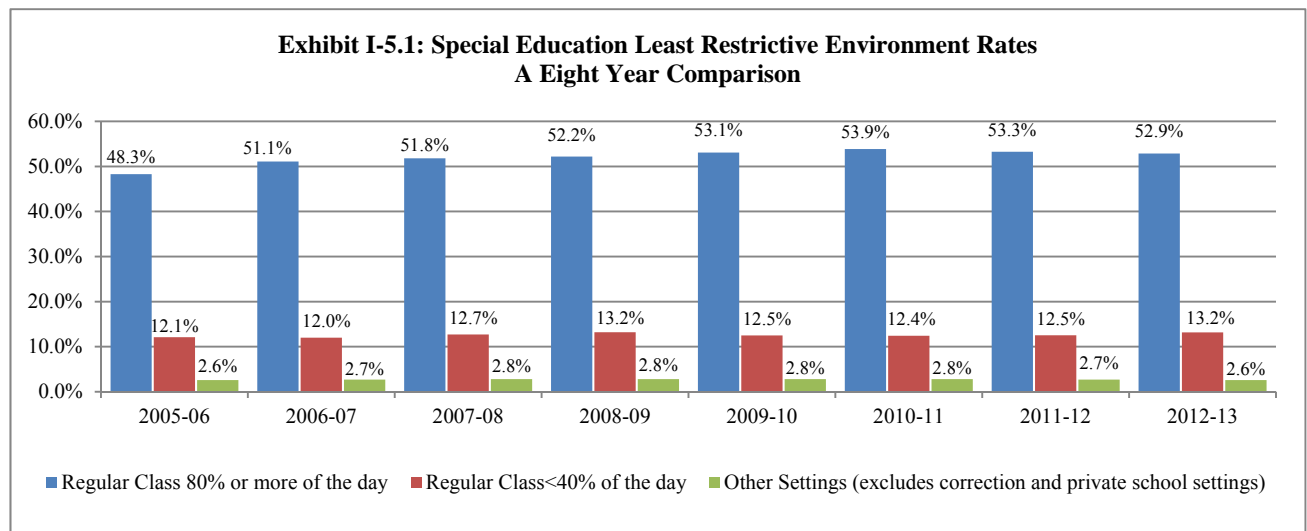
Number of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements.	Total number of students aged 6 through 21 with IEPs	Percent
1,332	51,909	2.57%

Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

Regular Classroom 80% or More of the Day

In 2012-12, 52.88% 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 6.89 percentage points as seen in Exhibit I-5.1. For the second year in a row 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 (53.3% in 2011-12).



Arkansas did not meet the proposed target and had a slippage of 0.42 percentage points for the percentage of students receiving services in the regular classroom 80% or more of the day. The decrease may be a continuing leveling off after six-years of increases. Additionally, the rate has increased by 9.48% 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 13.18%, an increase of 0.66 percentage points from the 2011-12 rate of 12.52%. Besides having slippage, Arkansas missed the target of 12.51% by 0.67 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

Part B State Annual Performance Report (APR) for FFY 2012

education setting.

2. The delivery of secondary instruction necessitates the offering of an array of core special education courses to support some students with disabilities in meeting the high curricular standards. Additionally, as districts develop elective courses to address needs of students with disabilities transitioning to post-school life, these students may spend more instructional time away from their nondisabled peers.

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

Other Settings

The percentage of students with IEPs who were served in public/private residential facilities, public/private day schools, or hospital/homebound decreased to 2.57%. This decline brings the rate below the 2005-06 baseline rate of 2.6%, but it misses the target of 2.56% by 0.01 percentage points. 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2012:**

There were no revisions to the proposed targets, improvement activities, timelines, or resources. Students in correctional facilities or private schools (parentally placed) are part of the denominator; they are not included in any numerator counts.

Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target	
FFY 2012	A. 31.50% = (# 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 (# children aged 3 through 5 with IEPs) x 100. B. 27.13% = (# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by (# children aged 3 through 5 with IEPs)] x 100	
Actual Target Data for FFY 2012:		
A. 30.03% of children aged 3 through 5 with IEPs attending a regular early childhood program and received the majority of special education and related services in the regular early childhood program		
Number 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	Total number of students aged 3 to 5 with IEPs	Percent
3,841	12,789	30.03%
B. 28.82% of children aged 3 through 5 with IEPs attended a separate special education class, separate school or residential facility		
Number of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	Total number of students aged 3 to 5 with IEPs	Percent
3,686	12,789	28.82%

Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

FFY 2012 is the first year to report progress or slippage for this indicator. Thirty percent (30.03%) of Arkansas' children with disabilities (CWD) aged 3-5 attend a regular preschool and receive the majority of their special education and related services in the regular preschool program. This is a slight slippage from the baseline year rate of 31.00%. 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 37.28% of Arkansas' early childhood special education population.

Additionally, 28.82% children with disabilities aged 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 (3,227 students) through an inter-agency agreement with the Arkansas Department of Human Services Division of Developmental Disability Services (DHS-DDS) Children Services Section.

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No revisions were made.

Part B State Annual Performance Report (APR) for FFY 2012

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

Part B State Annual Performance Report (APR) for FFY 2012

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.

Part B State Annual Performance Report (APR) for FFY 2012

<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>

Part B State Annual Performance Report (APR) for FFY 2012

FFY	Measurable and Rigorous Target	
FFY 2012	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 2012:

In 2012-13, 5,026 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, were kindergarten eligible, or parent revoked services. This is a decrease of 543 children from 2011-12.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children*
a. Percent of preschool children who did not improve functioning	100	1.99%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	258	5.13%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,423	28.31%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1,861	37.03%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,384	27.54%
Total	N= 5,026	100%

Part B State Annual Performance Report (APR) for FFY 2012

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	97	1.93%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	307	6.11%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,814	36.09%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,175	43.28%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	633	12.59%
Total	N= 5,026	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	71	1.41%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	216	4.30%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,015	20.19%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2,035	40.49%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1,689	33.61%
Total	N= 5,026	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.		90.17%
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.		64.56%
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.		90.80%
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.		55.87%
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.		91.40%
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.		74.09%

Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**Positive social-emotional skills (including social relationships)**

There were 5,026 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 90.17% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is an increase from the FFY 2011 year of 89.21%, but falls short of the 90.50% target by 0.33 percentage points.

Of the 5,026 children with entry and exit assessment data, 64.56% of children were functioning within age level by the time they turned six or exited the program. This represents slippage with a decrease of 3.69 percentage points. Arkansas missed the target of 69.50% by 4.94 percentage points.

Overall, 64.57% reached or maintained functioning at a level comparable to same-age peers. Additionally, 28.31% of children improved functioning nearer to same-age peers, an increase of 4.10 percentage points and an increase in the number of children. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers declined to 5.13%, and children who did not improve functioning increased to 1.99% from its 1.31% rate in 2011-12.

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

There were 5,026 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 90.80% substantially increased their rate of growth by the time they turned 6 years of age or exited the program. This is an increase of 1.19 percentage points from the FFY 2011 rate. This represents progress from the FFY 2011 and exceeds the target of 90.50% by 0.30 percentage points.

Of the 5,026 children with entry and exit assessment data, 55.87% of children were functioning within age level by the time they turned six or exited the program. This represents slippage from the FFY 2011 rate of 57.68% and fails to meet the target of 60.50% by 4.63 percentage points.

Overall, 55.87% reached or maintained functioning at a level comparable to same-age peers. Additionally, 36.09% of children improved functioning nearer to same-age peers, an increase of 2.67 percentage points. Although the rate has increased, the number of children who improved functioning to a level nearer to same age peers declined by 48 children. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers fell to 6.11% from 7.65% in 2011-12. In 2012-13, the rate of children who did not improve functioning rose to 1.93% from 1.26% in 2011-12.

Use of appropriate behaviors to meet their needs

There were 5,026 children with entry and exit assessment data. Of those that entered or exited the preschool program functioning below level of same-aged peers, 91.40% 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 2011 rate of 91.00%, but falls short of the 92.50% target by 1.10 percentage points.

Of the 5,026 children with entry and exit assessment data, 74.09% of children were functioning

Part B State Annual Performance Report (APR) for FFY 2012

within age level by the time they turned six or exited the program. This represents a decline from the FFY 2011 rate of 78.03%.

Overall, 74.10% reached or maintained functioning at a level comparable to same-age peers. Additionally, 20.19% of children improved functioning nearer to same-age peers, an increase of 3.82 percentage points. The percentage of children making personal gains but failing to improve functioning nearer to same-age peers fell slightly to 4.30% from 4.77% and children who did not improve functioning increased to 1.41% from 0.83% in 2011-12.

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No revisions were made.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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 2012:			
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	3,165	3,419	92.57%
School Age	16,097	16,944	95.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**Early Childhood**

Local education agencies and DHS-DDS sub-grantees with early childhood programs conducted family outcome surveys for the 2012-13 school year. Overall, 3,419 surveys were collected, of which 3,165 respondents (92.57%), 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 4.57 percentage points.

School Age

Local education agencies with special education school age programs conducted family outcome surveys for the 2012-13 school year. Overall, 16,944 surveys were collected. Of those surveys, 16,097 respondents (95.00%), reported the school facilitated parent involvement as a means for

Part B State Annual Performance Report (APR) for FFY 2012

improving services and results for children with disabilities, falling short of the target rate of 96.00% by 1.00 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 declined in 2012-13 for early childhood and school age programs. Representativeness of the respondents shows many racial/ethnic groups and disabilities remain under-represented when compared to December 1, 2012 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 2012-13. Using a +/- 3% as the criteria to identify over- or under-representativeness, families of CWD in early childhood programs are under-represented in three racial groups and over-represented in two racial groups as well as the ethnic group Hispanic. A noted change from 2011-12 is the shift of Hispanics from being under-represented to over represented. Families of CWD in school age programs are under-represented in all racial and ethnic groups. In the previous year the racial group of white had been over-represented; however, in 2012-13 whites are slightly under-represented.

Table I-8.1 Percentage Difference in Racial and Ethnic groups in December 2012 Child Count and 2012-13 Family Survey Respondents by Program Type

	Asian	Black	Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more races	White
Early Childhood	-16.28%	-26.74%	5.61%	82.86%	-100.00%	23.78%	5.45%
School Age	-30.25%	-28.60%	-35.44%	-20.18%	-63.00%	-32.55%	-0.55%

All special education programs that had a “zero return” on the Family Survey for 2011-2012 were required to complete a Response Table to address Indicator 8, Parent Involvement. The Response Table is a tool to assist the LEA in determining if the issues related to a “zero response” on the Family Outcomes Survey were isolated or more systemic in nature and to identify any follow-up corrective action. The Monitoring/Program Effectiveness section provided technical assistance and support for the implementation any identified corrective actions, and the district was responsible for assuring the completion of these actions.

Early Childhood

The 2012-13 representativeness by race and disability reflects a marked improvement; however, using the +/- 3% criteria, only one category is under-represented, Black and one category is slightly over-represented, white (excluding not reported). The relative difference of child count demographics to early childhood respondents shows some improvement from the previous years.

Part B State Annual Performance Report (APR) for FFY 2012

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 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%	2.30%	2.30%	0.00%	0.00%	0.00%	0.00%	1.16%	1.16%	0.00%	0.76%	0.76%
Autism	0.00%	0.03%	0.03%	0.01%	0.03%	0.02%	0.16%	0.20%	0.04%	0.10%	0.17%	0.08%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.03%	0.02%
Hearing Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	-0.03%	0.02%	0.06%	0.04%
Multiple Disabilities	0.00%	0.03%	0.03%	0.01%	0.03%	0.02%	0.15%	0.03%	-0.13%	0.03%	0.29%	0.26%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.09%	0.04%	0.04%	0.06%	0.02%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%
Developmental Delay	0.00%	0.79%	0.79%	0.37%	0.20%	-0.16%	24.84%	15.93%	-8.90%	7.85%	6.98%	-0.87%
Speech Impaired	0.00%	0.73%	0.73%	0.19%	0.23%	0.04%	4.38%	4.27%	-0.10%	0.99%	1.16%	0.18%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.03%	0.02%	0.00%	0.00%	0.00%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	-0.03%	0.00%	0.00%	0.00%
Total*	0.00%	3.87%	3.87%	0.59%	0.49%	-0.10%	29.65%	21.72%	-7.93%	9.03%	9.54%	0.51%
	Native American/Alaska Native			Native Hawaiian/Pacific Islander			Two or more races			White		
	CC	SR	D	CC	SR	D	CC	SR	D	CC	SR	D
Not Reported	0.00%	0.06%	0.06%	0.00%	0.00%	0.00%	0.00%	0.09%	0.09%	0.00%	2.44%	2.44%
Autism	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.01%	0.12%	0.11%	0.98%	1.86%	0.88%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.03%	0.01%
Hearing Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.22%	0.15%	-0.08%
Multiple Disabilities	0.01%	0.03%	0.02%	0.00%	0.00%	0.00%	0.01%	0.09%	0.08%	0.26%	0.38%	0.12%
Other Health Impairment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.03%	0.02%	0.17%	0.38%	0.20%
Orthopedic Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.09%	0.02%
Developmental Delay	0.15%	0.12%	-0.03%	0.14%	0.00%	-0.14%	1.47%	1.63%	0.16%	39.61%	33.93%	-5.67%
Speech Impaired	0.07%	0.20%	0.14%	0.05%	0.00%	-0.05%	0.57%	0.64%	0.07%	16.77%	21.98%	5.21%
Traumatic Brain Injury	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.04%	0.00%	-0.04%
Vision Impaired	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.02%	0.00%	-0.02%	0.07%	0.15%	0.08%
Total*	0.22%	0.41%	0.18%	0.20%	0.00%	-0.20%	2.09%	2.59%	0.50%	58.21%	61.38%	3.17%

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 2012-13 representativeness by race and disability using the +/- 3% criteria, reveals an under-representation in one category, Black. However, over 11% 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.

Part B State Annual Performance Report (APR) for FFY 2012

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%	5.25%	5.25%	0.00%	0.04%	0.04%	0.00%	1.26%	1.26%	0.00%	0.42%	0.42%
Autism	0.00%	0.40%	0.40%	0.12%	0.09%	-0.03%	0.86%	0.68%	-0.17%	0.42%	0.26%	-0.16%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	0.01%	0.00%
Emotional Disturbance	0.00%	0.09%	0.09%	0.01%	0.00%	-0.01%	0.22%	0.13%	-0.09%	0.07%	0.03%	-0.04%
Hearing Impaired	0.00%	0.04%	0.04%	0.02%	0.00%	-0.02%	0.15%	0.10%	-0.05%	0.13%	0.06%	-0.07%
Multiple Disabilities	0.00%	0.17%	0.17%	0.02%	0.03%	0.01%	0.60%	0.55%	-0.05%	0.20%	0.14%	-0.06%
Intellectual Disability	0.00%	0.59%	0.59%	0.04%	0.04%	0.00%	3.83%	2.56%	-1.27%	0.85%	0.55%	-0.30%
Other Health Impairment	0.00%	1.05%	1.05%	0.04%	0.02%	-0.02%	3.95%	2.55%	-1.40%	0.68%	0.44%	-0.24%
Orthopedic Impaired	0.00%	0.03%	0.03%	0.00%	0.00%	0.00%	0.06%	0.03%	-0.03%	0.03%	0.00%	-0.03%
Speech Impaired	0.00%	1.44%	1.44%	0.30%	0.15%	-0.15%	5.83%	3.11%	-2.72%	2.67%	1.32%	-1.35%
Specific Learning Disability	0.00%	2.23%	2.23%	0.15%	0.11%	-0.04%	8.52%	6.14%	-2.38%	3.03%	1.99%	-1.04%
Traumatic Brain Injury	0.00%	0.01%	0.01%	0.00%	0.00%	0.00%	0.08%	0.06%	-0.02%	0.02%	0.01%	-0.01%
Vision Impaired	0.00%	0.02%	0.02%	0.01%	0.01%	0.00%	0.10%	0.09%	-0.01%	0.02%	0.02%	0.00%
Total*	0.00%	11.31%	11.31%	0.72%	0.50%	-0.22%	24.19%	17.27%	-6.92%	8.12%	5.24%	-2.88%
	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%	0.13%	0.13%	0.00%	2.85%	2.85%
Autism	0.05%	0.05%	0.01%	0.02%	0.01%	-0.01%	0.14%	0.11%	-0.03%	4.57%	4.40%	-0.18%
Deaf/Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%
Emotional Disturbance	0.02%	0.01%	-0.01%	0.00%	0.00%	0.00%	0.03%	0.01%	-0.02%	1.03%	0.54%	-0.49%
Hearing Impaired	0.00%	0.01%	0.01%	0.02%	0.01%	-0.01%	0.01%	0.01%	0.00%	0.52%	0.38%	-0.14%
Multiple Disabilities	0.01%	0.02%	0.01%	0.00%	0.01%	0.00%	0.03%	0.06%	0.03%	1.66%	1.79%	0.13%
Intellectual Disability	0.06%	0.02%	-0.03%	0.06%	0.02%	-0.04%	0.12%	0.04%	-0.07%	5.37%	5.20%	-0.17%
Other Health Impairment	0.15%	0.12%	-0.03%	0.02%	0.02%	0.00%	0.32%	0.22%	-0.10%	12.15%	11.08%	-1.07%
Orthopedic Impaired	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.26%	0.21%	-0.05%
Speech Impaired	0.17%	0.10%	-0.07%	0.09%	0.04%	-0.05%	0.63%	0.28%	-0.35%	17.23%	14.94%	-2.29%
Specific Learning Disability	0.31%	0.19%	-0.11%	0.10%	0.02%	-0.09%	0.51%	0.36%	-0.15%	20.88%	21.93%	1.06%
Traumatic Brain Injury	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	-0.01%	0.17%	0.18%	0.01%
Vision Impaired	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.22%	0.21%	-0.01%
Total*	0.77%	0.62%	-0.16%	0.32%	0.12%	-0.20%	1.82%	1.22%	-0.59%	64.07%	63.72%	-0.35%

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No changes were made to the proposed targets, improvement activities, timelines, and resources.

Part B State Annual Performance Report (APR) for FFY 2012

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

Part B State Annual Performance Report (APR) for FFY 2012

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	169	0	254	0	7	43	248	0

FFY	Measurable and Rigorous Target	
FFY 2012	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 2012:		
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	256
		Percent
		0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012

In 2012-13, 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.

Part B State Annual Performance Report (APR) for FFY 2012

Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

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 2012, 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 2012, i.e., after June 30, 2013. 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.

Part B State Annual Performance Report (APR) for FFY 2012

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	169	254	7	248

FFY	Measurable and Rigorous Target	
FFY 2012	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 2012:		
Zero (0) percent of districts were identified as having disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.		
Number of districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification	Total number of districts in the State	Percent
0	256	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

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 2012-13 school year, 10 of 256 districts were identified with over-representation of racial and ethnic groups in specific disability categories when applying the State’s criteria to the risk

Part B State Annual Performance Report (APR) for FFY 2012

ratios. Districts with risk ratios greater than 4.00 were identified as having over-representation. The variance in over-representation is widely dispersed, with a low of 4.203 and a high of 7.921.

Each of the 10 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 2012

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)			5		1	
Hawaiian/Pacific Islander						
White (non-Hispanic)			1	2	1	
Two or More						

Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

**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))

<p>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.</p>
--

FFY	Measurable and Rigorous Target
FFY 2012	100% of children with parental consent to evaluate are evaluated within the State established timeline of 60 days (or State established timeline).
<p>Actual Target Data for FFY 2012: In 2012-13, 99.60% of children with parental consent to evaluate were evaluated within the State established timeline of 60 days.</p>	

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	17,744
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	17,673
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)	99.60%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

In 2012-13, there were 17,744 children with parental consent to evaluate who were evaluated. The number of children evaluated within the State’s 60-day timeline was 17,673 or 99.60%, an improvement from the 2011-12 rate of 99.42%. Of the 17,673 children, 5,378 or 30.43% were determined not eligible, while 12,295 or 69.57% were determined eligible. There were 70 children whose evaluations exceeded the 60 day timeline, a decrease from 103 children reported in 2011-12. A verification of the 22 LEAs which the 70 children represent revealed 61 (87.14%) were

Part B State Annual Performance Report (APR) for FFY 2012

determined eligible and 9 (12.86%) were found not eligible. The number of days beyond the 60-day timeline varied from 1 to 35 days for students who were later found not eligible and 1 to 70 days for students found eligible. Reasons for exceeding the 60-day timeline included team error and contractor availability.

A root cause analysis of this indicator identified two key issues: (1) LEA team errors such as timeline calculations, and (2) availability of contracted evaluators. Arkansas regulations do not provide any exceptions for weekends, holidays, or school breaks including summer. State timelines are based on calendar days, not business days. The root cause analysis reflects this difficulty of LEAs to meet timelines during these non-school periods. In addition, Arkansas has many small districts which utilize contracted services. In discussions with LEAs, the ADE-SEU has recommended a contractual statement which would address the contractor's responsibility related to timelines and the repercussions to the LEAs when timelines are missed.

Additionally, on of December 24, 2013 using current year data (statewide data system), verification of the correction of noncompliance for the 22 LEAs 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.42%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	31
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)	31
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

No action necessary

Part B State Annual Performance Report (APR) for FFY 2012

Verification of Correction (either timely or subsequent):

The ADE-SEU verified that each of the 31 LEAs with findings in FFY 2011 is correctly implementing the specific regulatory requirements. The verification process included on-site 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 2012 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>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.¹ In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>The State has verified, by reviewing the special education modules of the student management system, that each of the 31 LEAs with findings in FFY 2011 is correctly implementing the specific regulatory requirements.</p> <p>The State has verified through the student management system 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 2012 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 2012-13:

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

¹ OSEP Memorandum 09-02 (OSEP Memo 09-02), dated October 17, 2008, requires that the State report that it verified that each LEA with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

Part B State Annual Performance Report (APR) for FFY 2012

**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 2012	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 2012:	
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 99.15% .	

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.	890
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	146
c. # of those found eligible who have an IEP developed and implemented by their third	702

Part B State Annual Performance Report (APR) for FFY 2012

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.	20
e. # of children determined to be eligible for early intervention services under Part C less than 90 before their third birthday.	16
# in a but not in b, c, d, or e.	6
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	99.15%

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 2012:

Arkansas, although substantially compliant with a rate of 99.15%, saw a decrease from the 2011-12 rate of 99.53%; thus resulting in a slippage of 0.38 percentage points.

In 2012-13, 890 children being served in Part C were referred to Part B for eligibility determination. There were 848 children with eligibility determined by their third birthday:

- 146 children were determined not eligible, including 5 children for whom the parents and referral team decided not to test, and
- 702 children were found eligible.

Twenty (20) children had delays in evaluation or initial consent due to parental refusals to provide consent. Although late, all 20 children had eligibility determined. The reasons for the delays included:

- 18 children’s evaluations were delayed due to child/family illness making the child unavailable;
- 1 child transferred between programs during the transition process causing a delay in evaluations.
- 1 child had refusal of initial consent by parent.

Additionally, 16 children had concurrent referrals for Part C and B.

Six (6) of the Part C to B referrals did not have eligibility determined prior to the third birthday, of which all six (6) were found eligible. The number of days beyond the third birthday ranged from one (1) to Twenty One (21).

A root cause analysis found that the eligibility determination delays were due to LEA error. All six (6) children had eligibility determined, IEPs implemented and received services under the Arkansas Department of Human Services’ Division of Developmental Disabilities Services.

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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Part B State Annual Performance Report (APR) for FFY 2012

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.53%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	1
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)	1
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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 2011 corrected their noncompliance within one year and continued to be in compliance with the Part C to B requirements in FFY 2012. 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.

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.

Part B State Annual Performance Report (APR) for FFY 2012

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

Statement from the Response Table	State’s Response
<p>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</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 provided technical assistance on regulatory requirements to ensure that each LEA with findings in FFY 2011 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 2012 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 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

**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 2012	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 2012:			
	# 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
	183	20	89.07%

Part B State Annual Performance Report (APR) for FFY 2012

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

During the 2012-13 monitoring cycle, 183 IEPs were reviewed for compliance in 40 school districts. There were 20 IEPs found to be out of compliance in relation to secondary transition in three school districts; resulting in significant slippage from 96.51% to 89.07%.

As of January 15, 2014, all three districts had corrected the non-compliance and onsite verification of current IEPs in the district found no evidence of continued non-compliance.

Through the SEA monitoring process, secondary transition goals and services are reviewed. In 2012-13, there were 40 districts monitored and 183 IEPs examined for secondary transition requirements. Thirty-seven districts were found to be 100% compliant in the area of secondary transition. The three districts found to be out of compliance were issued corrective action plans (CAPS) addressing this issue. One of these three districts accounted for 14 of the 20 IEPs found to be out of compliance in the area of transition which equated to 70% of the noncompliant IEPs. This district has had serious concerns system wide for some time. The school board for this district was disbanded and the superintendent was removed in June, 2011. The decision was based on numerous irregularities, including the failing of the district's leadership and board to follow its own policies. The district is still operating under the state's direct supervision.

Technical assistance (TA) was provided to the district on several occasions prior to the on-site monitoring, but due to the nature and severity of the programmatic concerns, the district did not implement policies and procedures necessary to impact systemic change in the area of special education regulatory requirements necessary to ensure compliant procedures and practices. Soon after the on-site monitoring occurred, a change in leadership in the special education department was made by the district, and since that time there has been significant improvement in the district's special education program. The Associate Director for Special Education and the Administrator for Monitoring and Program Effectiveness have assisted the district in analyzing its special education program data to improve outcomes for students with disabilities. In addition, the Administrator for Curriculum and Assessment and the Administrator for Monitoring and Program Effectiveness have provided targeted professional development and TA to assist in developing standards-based IEPs. The SEA Area Supervisor continues to provide onsite TA across all areas of compliance and program effectiveness including transition at a minimum of one time per month.

All three districts continue to receive substantial technical assistance from the State Transition Consultants as well as the special education monitoring supervisors to ensure the implementation of the CAP, and site visits are conducted to confirm implementation and compliance.

The ADE is mindful of the close interrelationship of State Performance Plan Indicators centering on graduation rates, dropout rates, coordinated and measurable IEP goals, and post-school success. Arkansas has a history of technical assistance and direct service models designed to demonstrate to school districts the importance of effective early Transition strategic planning in the areas of training, education, employment, and independent living designed to increase educational benefit and improve post-school outcomes for SWDs.

Part B State Annual Performance Report (APR) for FFY 2012

Correction of FFY 2011 Noncompliance

The State verified that the 11 findings of noncompliance from FFY 2011 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 96.51%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	11
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)	11
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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 11 findings of noncompliance from FFY 2011 were corrected as soon as possible, but in no case later than one year from identification. A review of policy, procedures, and practices for each LEA with identified noncompliance was conducted to insure that the specific regulatory requirements were being correctly implemented.

The ADE-SEU Monitoring/ Program Effectiveness Section (M/PE) verified the correction of noncompliance via desk audits of LEA submitted documentation 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

Part B State Annual Performance Report (APR) for FFY 2012

submitted by the LEA, and/or on-site visits to the LEAs, it was determined that the 11 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>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>The State verified that the 11 findings of noncompliance from FFY 2011 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 11 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 2012-13:

No changes were made to the target, improvement activities, timelines, or resources.

Part B State Annual Performance Report (APR) for FFY 2012

**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 2012	<p>A. 13.15% 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. 49.15% 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>

Part B State Annual Performance Report (APR) for FFY 2012

	<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. 60.15% 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>
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Actual Target Data for FFY 2012:

- 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.
128/695 = 18.42%
- 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. 305/695 = 43.88%
- 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. 404/695 = 58.13%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

Of the 695 leavers in 2011-12, 276 former students completed the phone survey. Information was located for another 234 students through an administrative data mine, bringing the total number of students with post-school outcomes information to 510. The analysis showed that 18.42% of former students were enrolled in higher education and had completed one semester, which is above the state target of 13.15%. Additionally, 1.15% of respondents were enrolled in other post-secondary education and 25.47% indicated that they were competitively employed. The combination of other post-secondary education and competitive employment resulted in a rate of 43.88%. This represents increase from the previous rate of 42.95% but the rate is below the target of 49.15%. Former

Part B State Annual Performance Report (APR) for FFY 2012

students enrolled in higher education, enrolled in other post-secondary education, competitively employed, or otherwise employed represent 58.13% of respondents. This represents increase from the previous rate of 55.92% but the rate is below the target of 60.15%.

The remaining 41.87% 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
128 (18.42%)	177 (25.47%)	8 (1.15%)	91 (13.09%)	291 (41.87%)	695 (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.

$$A: (128/695)*100 = 18.42\%$$

$$B: ((128+177)/695)*100 = 43.88\%$$

$$C: ((128+177+8+91)/695)*100 = 58.13\%$$

LifeTrack began contacting former students in May 2013 and continued with phone surveys through July 2013. Although steps were taken to verify contact information, 66.33% (461/695) of telephone numbers were either disconnected or had changed resulting in wrong numbers. Contact information was valid for 234 of the 695 records or 33.67% of leavers. Additional information was located for 261 students via an administrative data mine bringing the overall response rate to 71.22% (495/695). 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
695	200	234	261	495	71.22%

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 2011-12.

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 slightly under-represented. Responders were over-represented in the exit category *graduating with a regular diploma* but under-represented for *dropped out*. These findings are presented in Exhibit

Part B State Annual Performance Report (APR) for FFY 2012

I-14.3, Exhibit I-14.4, and Exhibit I-14.5 and the 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	2.01%	0.29%	34.96%	4.17%	0.29%	57.12%	1.15%
Responders	2.22%	0.20%	32.12%	3.84%	0.40%	59.80%	1.41%
Difference	0.21%	-0.09%	-2.84%	-0.33%	0.12%	2.68%	0.26%

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

	Autism	Emotional Disturbance	Deaf Blindness	Hearing Impaired	Multiple Disabilities	Intellectual Disability
Leavers	4.75%	1.73%	0.00%	0.58%	2.88%	17.12%
Responders	3.43%	1.41%	0.00%	0.40%	2.83%	13.94%
Difference	-1.31%	-0.31%	0.00%	-0.17%	-0.05%	-3.18%

	Other Health Impairment	Orthopedic Impairment	Speech Language Impairment	Specific Learning Disability	Traumatic Brain Injury	Visual Impairment
Leavers	16.40%	0.14%	2.16%	53.09%	0.72%	0.43%
Responders	18.79%	0.20%	2.22%	55.76%	0.61%	0.40%
Difference	2.39%	0.06%	0.06%	2.66%	-0.11%	-0.03%

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	81.87%	2.16%	15.83%	0.14%
Responders	86.46%	2.83%	10.51%	0.20%
Difference	4.59%	0.67%	-5.32%	0.06%

Selection Bias

Arkansas is slightly under-represented in the disability category of intellectual disability, but the percent difference is smaller than the previous year's difference of -5.12%. Additionally, there is underrepresentation in the exit categories of graduated with a regular diploma and dropout with both categories having larger percentage point differences than reported in FFY 2011. For a second year the response rate is representative of all racial/ethnic group.

Missing Data

The overall response rate was 71.22%, which means out of 695 students who left school last year, the state is missing post-school outcome information for 28.78% (n = 200) 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 third year, Arkansas conducted a dual collection: phone survey and administrative data mine. This is the second year that Arkansas combined the two collections for reporting post-school outcomes. This combination resulted in post-school outcomes being identified for an additional 261 students; however, 200 students were not found by either methodology.

Part B State Annual Performance Report (APR) for FFY 2012

The SEU will continue to conduct a dual collection for the FFY 2013 reporting cycle. Further, the IDEA Data & Research Office will continue working with the Arkansas Research Center to identify 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

**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 2012	Percent of noncompliance corrected within one year: 100%	
Actual Target Data for FFY 2012:		
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
149	149	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

The target for FFY 2012 (2011-12) was 100%. Overall there were 149 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in 2011-12. 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 2011-12 and cleared within one year are presented in Exhibit I-15.1.

Part B State Annual Performance Report (APR) for FFY 2012

Exhibit I-15.1: Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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.		Dispute Resolution: Complaints, Hearings	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
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	2	3	3
6. Percent of preschool children aged 3 through 5 – early childhood placement.		Dispute Resolution: Complaints, Hearings	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	5	5
	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	39	86	86
	Dispute Resolution: Complaints, Hearings	0	0	0

Part B State Annual Performance Report (APR) for FFY 2012

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	5	9	9
	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	2	2	2
Other areas of noncompliance: Due Process	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	4	4	4
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	2	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: FAPE and Individualized Education Programs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	2
	Dispute Resolution: Complaints, Hearings	15	28	28
Other areas of noncompliance: and LRE	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	3	3
	Dispute Resolution: Complaints, Hearings			
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			149	149
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%

Part B State Annual Performance Report (APR) for FFY 2012

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	149
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) (Sum of Column a on the Indicator B15 Worksheet)	149
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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 149 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2011-12 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
When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of noncompliance identified in FFY 2011: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the	<p>There were 149 findings of noncompliance identified through monitoring, dispute resolution, APR, and data reviews in the 2011-12 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>

Part B State Annual Performance Report (APR) for FFY 2012

<p>FFY 2012 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 2012 APR, the State must use and submit the Indicator 15 Worksheet.</p> <p>In addition, in responding to Indicators 11, 12, and 13 in the FFY 2012 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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Part B State Annual Performance Report (APR) for FFY 2012

	reported in Indicator 15 was addressed under the corresponding indicators.
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Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No changes were made to targets, improvement activities, timelines, or resources.

Part B State Annual Performance Report (APR) for FFY 2012

**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.

Part B State Annual Performance Report (APR) for FFY 2012

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 2012	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: 80.00%	(24/30)*100 = 80.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

Arkansas had 30 hearing requests throughout 2012-13. Thirty (30) of the hearing requests went to resolution sessions with 24 resulting in settlement agreements. The resolution session settlement agreement rate of 80.00% exceeds the target of 55.00%. Of the remaining six (6) hearing requests two (2) were fully adjudicated and four (4) were pending.

Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

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

Indicator 19: Mediation Agreements

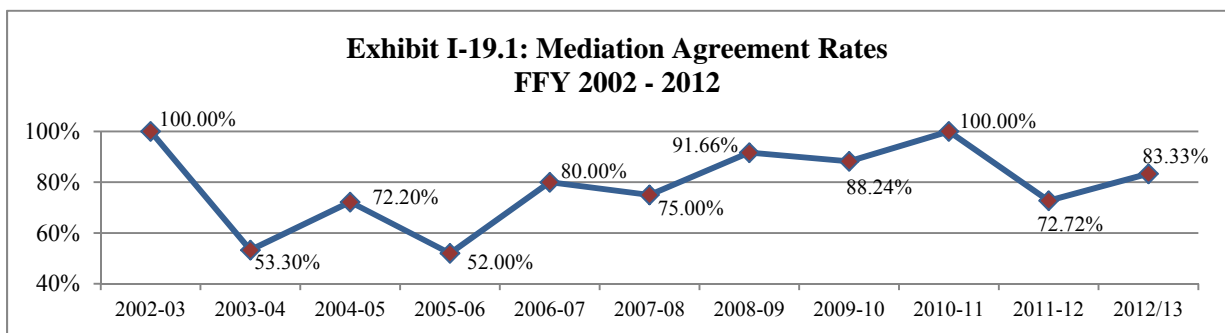
Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2012	Percent of mediations held that resulted in mediation agreements: 75.00%
Actual Target Data for FFY 2012:	
The percentage of mediations requested resulting mediation agreements was 83.33%	$((0+30)/36)*100 = 83.33\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012: The ADE and the University of Arkansas at Little Rock Bowen School of Law Mediation Project had 57 mediation requests in 2012-13, none of which were related to due process. Twenty-one (21) mediations were withdrawn or not held. Of the 36 mediations held, thirty reached agreements. No mediation sessions were pending as of June 30, 2013. The mediation agreement rate of 83.33% exceeds the target of 75% by 8.33 percentage points. Exhibit I-19.1 illustrates the mediation agreement rates since FFY2002.



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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for FFY 2012:

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

Part B State Annual Performance Report (APR) for FFY 2012

**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 2012	<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 2012: In 2012-13, Arkansas was 100% compliant with timely and accurate data reporting. All reports were submitted to OSEP on or before the due dates.</p> <p>Arkansas submits data via EDFACTS for six of six reports: child count, environment, exiting, personnel, discipline, and Assessment. Dispute Resolution and the MOE/CEIS tables were submitted to the EMAPS system.</p> <p>The data tables loaded into EDFACTS system with no errors. Requests for data notes were submitted as requested.</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 2012

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 2012

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 2012:

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 2012

Targeted Activities:

Arkansas met its FFY 2012 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 Public Reporting on the Data & Research webpage. The website can be accessed at <https://arksped.k12.ar.us>.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

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

Improvement Activities Index

Part B State Annual Performance Report (APR) for FFY 2012

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>																																									
CIRCUIT	<p>A breakdown of CIRCUIT referrals for the 2012-13 school year is presented below.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Consulting Group</th> <th style="text-align: center;">CIRCUIT Referrals</th> </tr> </thead> <tbody> <tr> <td>Easter Seals Arkansas Outreach Program</td> <td style="text-align: center;">390</td> </tr> <tr> <td>Behavioral Consultants</td> <td style="text-align: center;">376</td> </tr> <tr> <td>Educational Audiology Resources Services (EARS)</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Educational Services for the Visually Impaired</td> <td style="text-align: center;">143</td> </tr> <tr> <td>TBI Consultant</td> <td style="text-align: center;">53</td> </tr> <tr> <td>Grand Total</td> <td style="text-align: center;">967</td> </tr> </tbody> </table>	Consulting Group	CIRCUIT Referrals	Easter Seals Arkansas Outreach Program	390	Behavioral Consultants	376	Educational Audiology Resources Services (EARS)	5	Educational Services for the Visually Impaired	143	TBI Consultant	53	Grand Total	967	1-14																										
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	<p>Arkansas Transition Services Summary: In 2012-2013, Arkansas Transition Services (ATS) provided professional development opportunities to more than 1,400 participants, over 200 general consultations and at least 52 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="text-align: center;"># of Trainings</th> <th style="text-align: center;">Name of Activity</th> <th style="text-align: center;">Participants</th> <th style="text-align: center;"># of Participating Districts</th> <th style="text-align: center;">% improvement from pre- and post-test</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Person Centered Planning</td> <td style="text-align: center;">10</td> <td style="text-align: center;">6</td> <td style="text-align: center;">22%</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Transition Class: Getting Started</td> <td style="text-align: center;">49</td> <td style="text-align: center;">31</td> <td style="text-align: center;">5%</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Transition Class: Getting the Job</td> <td style="text-align: center;">15</td> <td style="text-align: center;">11</td> <td style="text-align: center;">25%</td> </tr> <tr> <td style="text-align: center;">45</td> <td>Transition Toolkit 1</td> <td style="text-align: center;">347</td> <td style="text-align: center;">73</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Transition Toolkit 2</td> <td style="text-align: center;">108</td> <td style="text-align: center;">42</td> <td style="text-align: center;">8%</td> </tr> <tr> <td style="text-align: center;">1</td> <td>ME! and Student Directed Transition Planning</td> <td style="text-align: center;">8</td> <td style="text-align: center;">5</td> <td style="text-align: center;">---</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Yes Including Parent Participation Is Essential (YIPPIE)</td> <td style="text-align: center;">58</td> <td style="text-align: center;">30</td> <td style="text-align: center;">16%</td> </tr> </tbody> </table>	# of Trainings	Name of Activity	Participants	# of Participating Districts	% improvement from pre- and post-test	1	Person Centered Planning	10	6	22%	2	Transition Class: Getting Started	49	31	5%	1	Transition Class: Getting the Job	15	11	25%	45	Transition Toolkit 1	347	73	20%	11	Transition Toolkit 2	108	42	8%	1	ME! and Student Directed Transition Planning	8	5	---	7	Yes Including Parent Participation Is Essential (YIPPIE)	58	30	16%	
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Part B State Annual Performance Report (APR) for FFY 2012

Activity	Description	Related Indicators
Interagency Agreements with School Districts	In a continued effort to establish and maintain working relationships with Arkansas school districts, One hundred and seventeen districts signed an Interagency Agreement with Arkansas Transition Services in an effort to establish a more effective working relationship	13
Arkansas Interagency Transition Partnership (AITP)	The AITP is an interagency team established to improve transition outcomes for youth with disabilities through collaboration of agencies that provide services and resources to those students. The Executive Committee consisting of four different agencies met six times in 2012-2013 to plan for a summer conference highlighting agencies and their services. Four meetings were held for the general membership which included discussions of transition teams and agency participation, getting more information out to schools about agencies and transition from pediatric health services to adult health services. The work of this group is ongoing.	1, 2, 13, 14
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 five school districts, in 2012-13, to decrease the drop-out rate and increase the graduation rate. Conference calls were held to identify needs in progressing with the team plans and a general meeting was held to provide information on school bus safety and continued work on team plans. One of the districts also presented information on a drop-out student they were able to bring back to school at the Data Summit.	1, 2, 13, 14
Person-Centered Planning	A statewide training was held for teachers to learn the Person-Centered Planning approach to transition planning; six districts participated in the training. 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. Forty-nine teachers and supervisors received the Getting Started training in 2012-13. 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— Getting the Job	Transitions Class: <i>Getting the Job</i> : In 2012-2013, one <i>Getting the Job</i> training was held with 16 participants from 11 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	13

Part B State Annual Performance Report (APR) for FFY 2012

	that work”—strategies teachers have used in their classrooms. Forty-four teachers and supervisors 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.	
Local Consults	ATS consultants provided 227 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
College Bound 2013	College Bound was held June 11-12, 2013 at the University of Central Arkansas (UCA) in Conway, AR. There were 40 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 2014, a post College Bound survey will go out to 2013 participants. College Bound 2014 is scheduled for June 2014 at UCA.	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 meetings.	1, 2, 4, 5, 13, 14
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 two 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 14 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 • Arkansas Special Education Data Summit • Disability Employment Initiative’s Youth Leadership Forum • NSTTAC’s National State Planning Institute ATS will be submitting proposals for presentations at the National State Planning Institute in May 2014 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 2012 and February 2013 in Little Rock. The December meetings provided teams with information on Summit participation results, health transitions and college and career readiness. A total of 59 individuals attended from 29 districts in Arkansas. <p>The February 2013 meeting focused on employment programs within a transition class and College Bound Arkansas information. A total of 60 individuals attended from 29 districts in Arkansas.</p>	1, 2, 13, 14
Secondary Transition State Planning Institute	Members of Arkansas Transition Services attended this annual meeting in May 2013 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	1, 2, 13, 14

Part B State Annual Performance Report (APR) for FFY 2012

	in transition activities. ATS also presented on the group’s progress on ME! in Middle Schools, an initiative to promote self-determination at an earlier age. We will again attend the Institute and hope to present in May 2014.	
ME! And Student Directed Transition Planning (SDTP)	<p>SDTP curriculum includes:</p> <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 • 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. Twenty-one participants representing 17 districts received training on SDTP curriculum.</p>	1, 2, 13, 14
<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
Arkansas Adolescent Literacy Intervention Project	<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. On June 30, 2013, there were 38 certified professional developers and 7 potential professional developers, who will soon complete the requirements to become certified professional developers.</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. A SIM course is posted 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, and background</p>	3, 5

Part B State Annual Performance Report (APR) for FFY 2012

	information. A dropbox folder is used for sharing information and resources with the professional developers in the state. The Center continues to use "Arkansas on iTunes U" to showcase the learning that is taking place through implementation of SIM across Arkansas.	
Arkansas Math Intervention Matrix	<p>The Math Intervention Matrix went live in August, 2012. The website address is www.mathinterventions.org. Over 130 intervention lessons aligned with the Common Core State Standards are available on this interactive website, as well as training videos and tutorials to assist with the use and implementation of information on the website. To date, the website has over 3,100 registered users.</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>	3, 5
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>During 2012-2013, the SPDG continued to oversee a blue ribbon committee made up of literacy experts across the state that is analyzing the Common Core Literacy Standards, and creating implementation/instructional templates for each Common Core standard for educators across the state.</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 2014.</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>As of October 2012, a total of 29 parent mentors have been recruited and trained in target districts across the state. During 2012-2013, a total of 31 trainings were conducted by these CPRC/PTI trained Parent Mentors.</p>	3, 4, 5, 8
Positive Behavioral Support System (PBSS) Facilitator Certification	<p>PBSS Facilitator training sessions were held in Little Rock on November 1-2 2013. As a result, there are currently 45 facilitators representing 15 LEAs.</p> <p>In addition, SPDG Staff went on-site to PBSS Facilitators schools to provide on-site PD. Three training sessions were presented (a) social, emotional, and behavioral skills instruction (10-22-12) (b) the Behavioral Matrix as the anchor of a school-wide PBSS accountability system (8-13-12); and (c) the school-wide use of the SPRINT/RtI²/Data-based problem solving process (11-9-12).</p>	4, 5

Part B State Annual Performance Report (APR) for FFY 2012

	During 2012-13, the following PBSS resources were developed: <ul style="list-style-type: none"> • PBSS Facilitator PLC Evaluation Protocol • PBSS Implementation Integrity Self-Evaluation • SPDG PBSS Facilitator Resource Review • PBSS Facilitator Consultation Self-evaluation 	
Training and consultation services on Scientifically-Based Interventions/ Strategies	During 2012-2013, there were a total of 42 LEA training sessions on intervention strategies which involved 1,082 local school district professionals. In addition, on-site consultation services were provided on RtI2/SPRINT process, literacy interventions, Positive Behavioral Support System (PBSS), and Co-teaching.	3, 4, 5
Training for New Special Education Teachers	SPDG staff provided 12 training sessions from March 2012 through February 2013 in the areas of literacy, classroom management, accommodations/modifications, and differentiated instruction. A total of 64 first or second year special education teachers attended the sessions.	3, 5
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. From		
Activity	Description	Related Indicators
Autism Diagnostic Observation System (ADOS)	A two-day advanced clinical training course on using ADOS to identify people with an autism spectrum disorder was offered in November of 2012 and May of 2013. The ADOS is a structured interaction and interview session with the person suspected of having ASD to assess social and communication behaviors.	1, 2, 6, 7
Applied Behavior Analysis in the Special Education Classroom	Training on Applied Behavior Analysis (ABA) in the Special Education Classroom was offered in June of 2013. Participants learned strategies on how to manage children's behavior using the principles of applied behavior analysis.	4, 5, 6
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 4 times in 2012-13.	1, 2, 4, 5
Behavior Support Training	Behavior support trainings were offered on the following topics: <ul style="list-style-type: none"> • Developing Behavior Support Plans, August, 2012 and February, 2013. • Planning and Designing for Behavior Change, September, 2012 • Implementing Behavior Support Plans and Data Collection, February and March, 2013 	4, 5, 6
Dive into Autism	Dive into Autism presented information on the characteristics of autism spectrum disorder and gave the attendees practical strategies to use when working with children on the autism spectrum. This training was offered several times in 2012-13.	4, 5
Educating Students with Asperger Syndrome in General Education Setting	This training provided participants with strategies for educating students with Asperger Syndrome in the general education setting. This training was held 8 times in 2012-13.	5

Part B State Annual Performance Report (APR) for FFY 2012

Environmental Support and Design Trainings	A training session was offered 5 times in 2012-13. Each session covered the following topics: environmental support and design, zoning plans, visual supports, work systems, and individual student schedules. In addition, two trainings that focused specifically on room design and zoning plans were offered.	5
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. This training was offered 3 times in 2012-13 and 26 participants were in attendance.	4, 5
Functional Behavior Assessment	This training provided 6 participants information regarding an abbreviated Functional Assessment procedure applicable to school settings.	4, 5
Pivotal Response Treatment	The Pivotal Response Treatment training was offered in June of 2013. 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
Para-Professional Training	This training was held twice in August of 2012 and provided 83 participants with information on behavior principles and Autism Strategies.	4, 5, 6
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. In 2012-2013, this program was offered in September, February, and May.	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 ASD. The Splash workshop was held in July 2012 and had 20 participants.	3, 4, 5
Structured Teaching	Training on Structured Teaching in the Special Education Classroom was offered in June of 2013.	3, 5
Strategies Using Applied Behavior Analysis	Training on Applied Behavior Analysis (ABA) in the Special Education Classroom was offered in June of 2013. Participants learned strategies on how to manage children's behavior using the principles of applied behavior analysis.	1, 2, 4, 5, 14
Strategies in the Regular Education Classroom	A training session on Children with Special Needs in the Regular Education Classroom was provided in June of 2013.	3, 5
Verbal Behavior Milestones Assessment & Placement Program (VB MAPP)	Using the VB-MAPP to Guide an Intervention Program for Children with Autism: Verbal Behavior Milestones Assessment & Placement Program (VB MAPP) is based on the branch of psychology known as Behavior Analysis, VB MAPP provided the 6 participants with a sound evidence-based assessment and intervention method. The workshop trained the participants on how to use the assessment results to set up and conduct daily language and social skills intervention programs.	4, 6, 7, 8

Part B State Annual Performance Report (APR) for FFY 2012

<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
Special Education Academy	The ADE-SEU Special Education Academy was held September, 2012. The ADE-SEU Dispute Resolution Administrator provided training on the dispute resolution system; ADE-SEU staff and LEA Supervisors attended. The Mediation Project Director provided training to new LEA Supervisors about mediation project.	15, 18, 19
ADE-SEU Dispute Resolution Training	The ADE-SEU Dispute Resolution Administrator provided training on the dispute resolution system to new SEU staff in October 2012.	15, 18, 19
LRP National Institute	In April, 2013, the 34 th Annual LRP National Institute was held in Long Beach, CA. The Administrator for ADE-SEU Dispute Resolution, Compliance Specialist, Administrator of Special Services, Administrator of Monitoring and Program Effectiveness, and one hearing officer attended.	15, 18, 19
Mediation Center	The ADE-SEU contracted with the University of Arkansas at Little Rock Bowen School of Law Mediation Center.	19
SEAS Education Conference	Mediation Project Director provided training to school personnel and ADE-SEU staff on conflict management and mediation in July, 2012.	19
District On-Site Training	ADE-SEU Dispute Resolution Administrator, Compliance Specialist, and Special Services Administrator provided training to district personnel on the dispute resolution system and discipline in August and October of 2012 Sheridan School District, Magnolia School District, Pine Bluff School District, and Cedar Ridge School District. There were approximately 25 participants at each location.	15,18,19
Pre-service Training: School Psychology Students	ADE-SEU Dispute Resolution Administrator and Compliance Specialist provided training to school psychology students at University of Central Arkansas on the dispute resolution system and legal compliance in September of 2012.	15,18,19
Arkansas Council for Exceptional Children Annual Conference	In November of 2012, the Mediation Project Director provided training to attendees on conflict management and mediation; ADE-SEU staff and LEAs attended; a vendor's exhibit was also available to provide information to attendees about mediation.	15, 19
South East Regional Resource Center (SERRC) Dispute Resolution Summit	The ADE-SEU Dispute Resolution Administrator attended the South East Regional Resource Center (SERRC) Dispute Resolution Summit in Atlanta, GA in January of 2013.	15, 18, 19
Facilitated IEP Training	The ADE-SEU Administrator, Compliance Specialist, and Administrator of Monitoring and Program Effectiveness presented special education training for Mediators and LEAs participating in the facilitated IEP meeting pilot project in February of 2013.	15, 19
Special Education Data Summit	In June of 2013, the ADE-SEU Dispute Resolution Administrator presented dispute resolution and regulatory updates for SEU staff and LEAs.	15, 18, 19

Part B State Annual Performance Report (APR) for FFY 2012

Arkansas Association of Special Education Administrators	In June of 2013, the Mediation Project Director provided training to attendees on conflict management and mediation. Participants included ADE-SEU staff and LEAs.	15, 19		
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.				
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 relative to disproportionate representation.	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 2012-13 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		
Participation in Regional and National Meetings	The administrator for Monitoring and Program Effectiveness participated in: <ul style="list-style-type: none"> • NCRRRC Fiscal Forum March, 28-29, 2013 • SERRC Streamlining General Supervision Summit Fiscal February 20-21, 2013 • NASDSE’s 74th Annual Conference Oct 20-23, 2012 	1-20		
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		
Professional Development and Technical Assistance	Professional Development /Technical Assistance	Number of Sessions	Audience	Related Indicators
	AARA Bus Monitoring	1	Central Office Staff	15
	Arkansas Association of Alternative Educators: Unique Needs of SWDs in ALE Settings	1	Alternative Educators	1, 2, 3, 4, 13, 14
	Child Find/ Evaluation Procedures	1	New LEA	9, 10, 11
	Co-teaching	6	District Staff	3, 4, 5

Part B State Annual Performance Report (APR) for FFY 2012

Discipline Procedures	1	District Staff	4
Discipline, Developing IEPs, Accommodations	1	Special Ed Staff and LEA	3, 4, 5, 15
Disproportionality	1	Special Ed Staff and LEA	9, 10
Early Childhood Coordinator Responsibilities	1	New EC Coordinator	6, 7, 8, 12
Early Childhood LRE	1	EC Coordinators, LEAs	6
Early Childhood Monitoring Process	4	District staff, LEA, EC Coordinator	15
Early Childhood Procedural Requirements/ Inclusion	5	EC Teachers and Coordinator	6, 7, 8, 12
Early Childhood Program Implementation	1	EC Staff and EC Coordinator	6, 7, 8, 11, 12
Early Childhood Special Education Program Requirements	3	District Staff, LEA, EC Coordinator	6, 7, 8, 12
Early Childhood Standards Based IEPs	6	EC Coordinators, EC Teachers, LEAs, Service Providers, Special Ed Staff	3, 6, 7, 8,
Early Childhood to Kindergarten/Dismissal	1	Special Ed Staff and LEAs	6, 7, 8
Evaluation Procedures	2	EC Coordinators/Therapists and Central Office Staff	11, 12
Evaluation/Reevaluation Procedures	1	District Staff	9, 10, 11
Extended School Year	1	EC Coordinators	6, 7
IEP Development	1	Special Ed Staff	3, 5, 8, 13
Monitoring Process	14	Special Ed Staff, LEAs, EC Coordinator	15
Monitoring Process, Revised forms: Notice of Conference and Prior Written Notice	2	Special Ed Staff and LEAs	15
Program Effectiveness, Compliance	1	LEAs	1-20
Related Services	1	EC Coordinator and Teachers	6, 7, 8, 12
Revised forms: Notice of Conference and Prior Written Notice	3	Division of Youth Services, LEAs and Data Entry Staff	8, 15
Revised Monitoring Procedures	3	District Staff, Special Ed Staff, LEAs	15
Services to Students with Disabilities in Juvenile Detention Centers (JDCs)	1	District Administrative Staff	1- 5, 11, 13-15
Services to Students with Disabilities in Non-Traditional Programs	5	Special Ed Staff and LEAs	1- 5, 11, 13-15
Special Education Regulatory Requirements	12	New LEAs, District Staff, Special Ed Staff	1-15
Standards Based IEPs	11	District Staff, Special Ed Staff, LEAs	3, 5, 8, 13
Standards Based IEPs – Goal Writing	1	LEAs	3, 5, 8, 13
Standards Based IEPs, Revised forms: Notice of Conference and Prior Written Notice	5	Special Ed Staff and LEAs	3, 5, 8, 13
Transition Plans	4	District Staff, Special Ed Staff	13, 14

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
Special Education Administrator Academy	The ADE-SEU Special Education Academy was held in September of 2012. The ADE-SEU Consultant for School Psychology Services provided information about the Specific Learning Disability Task Force. ADE-SEU staff, LEA Supervisors, and EC Coordinators were in attendance.	3, 5, 9, 10

Part B State Annual Performance Report (APR) for FFY 2012

Specific Learning Disability Task Force	The ADE-SEU Consultant for School Psychology Services served in a leadership capacity on the Specific Learning Disability Task Force. The Task Force meets quarterly to develop guidance on assessments for determining eligibility of students with SLD.	3, 5, 9, 10
Division of Youth Services Annual Meeting	The Division of Youth Services Annual Meeting was held in August of 2012. The ADE-SEU Consultant for School Psychology Services provided a keynote presentation on collaboration between special education and general education educators. Approximately 65 department heads and teachers attended the session.	1, 2, 3, 4, 5, 13, 14
Professional Development Sessions on Compliance	The ADE-SEU Consultant for School Psychology Services provided professional development sessions focused on compliance and state monitoring procedures to school staff at the Division of Youth Services. Approximately 15 teachers and administrators participated in sessions provided in July, September, and October of 2012.	4, 9, 10, 11, 15
Interagency Collaborations: The ADE-SEU continues to be involved in interagency collaborations to enhance the provision of special education services for children with disabilities.		
Activity	Description	Related Indicators
Quarterly Meetings with DHS-DDS	The ADE-SEU 619 Coordinator and the Director of IDEA Data & Research met quarterly with DDS 3-5 and early intervention program leadership.	6, 7, 11, 12
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
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
Community Based Autism Liaison and Treatment Program	The ADE-SEU 619 coordinator; Part C First Connection leadership and staff of the Arkansas Dennis Development al Center of the UAMS College of Medicine developed and provided training to targeted physician teams in Community Based Austin Liaison and Treatment Project (Early identification of Children with Autism)	6, 7, 11, 12

Part B State Annual Performance Report (APR) for FFY 2012

Monthly Advisory Council Meetings for the Fetal Alcohol Spectrum Disorder Project (FASD)	The ADE-SEU 619 Coordinator and Non-Traditional Program Supervisor are members of the Arkansas Fetal Alcohol Disorder Advisory Council. The Advisory Board meet on a monthly basis to help guide the state in the development of early identification ,educational services and support systems for children with FASD and their families.	6, 7, 11, 12
Updated Interagency Agreement	The 619 Coordinator met with Part C on the new revised Part C Interagency agreement and procedures for transitioning children and families from EI-EC Part B.	6, 7, 8, 11, 12, 20
Technical Assistance on Part C to B Transition	The 619 provided ongoing technical assistance to the new special education supervisor for the Developmental Day Treatment Clinic Services (DDTCS) centers within Department of Human Services/Developmental Disabilities Services, on the EI-EC transition policies and requirements. The LEA Special Education Supervisor provides TA and monitoring of the DDTCS programs.	12
Special Education Data Summit	The 619 Coordinator and the Part C Staff Development Coordinator developed a joint power point and presented together at the Statewide June 2013 Data Summit. Participants included both Part C and Part B providers, including DDTCS programs.	12
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 Webinar Training	Statewide training on preparation and submission of the alternate portfolio assessment was provided by webinar on September 14, 2012, by the staff of the Student Assessment Unit. This two-hour training covered all the basic information regarding preparation, alignment, and scoring. More than 700 teachers and administrators participated in the training.	3
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 October 2 – 5, 2012, at the Holiday Inn Airport Conference Center. The workshops provided a recap of the 2011-12 assessment administration and a <i>What's New for the 2012-13</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 five regional trainings for all of the local test coordinators and test administrators across the state in February 2013. 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, offered in October 2012.	3
Public Reporting of Assessment	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	3, 20

Part B State Annual Performance Report (APR) for FFY 2012

Results	Data and Research at https://arksped.k12.ar.us/documents/data_n_research/PublicReportingAssessment1213.pdf	
Standards Based IEPs	<p>In an effort to improve results for students with disabilities, the Special Education Unit has developed a Standards-Based IEP system which became fully operational 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.</p> <p>A state-wide Institute held for Special Education Supervisors September 2012 provided an opportunity for the Supervisors to receive continued training on the Standards-Based IEP process and use of new pages and paperwork. This Institute allowed the Supervisors to become more knowledgeable and prepared for offering Standards-Based IEP training in their own districts.</p>	3, 4, 5, 6, 7, 8, 13

Technology and Curriculum Access Center: The Technology and Curriculum Access Center (TCC), located within Easter Seals Arkansas, provide training, assessment, consultation and assistive technology device loans to schools throughout the State of Arkansas. TCC provides support for appropriate accommodations and modifications and assists districts and state agencies with required large scale assessment such as the ACTAAP Alternate Portfolio for Students with Disabilities. Staff is appropriately licensed general and special educators and assistive technology specialists.

Activity	Description				Related Indicators
Technology & Curriculum Access Center Summary of Activities	Name of Activity	Number of Trainings	Number of Participants	Number of Locations	
	Accessible Instructional Materials	6	71	2	3, 5
	Alternate Assessment	77	1123	20	1, 3
	Augmentative and Alternative Communication Devices and Services and Speech Generating Devices	6	41	2	1, 2, 4, 5, 13, 14
	Common Core, UDL and AT	13	274	7	5, 8, 11, 13
	Individual Student Evaluation/Consultation	30	150	22	5, 9,10
	Low Vision and Blindness	22	205	6	3, 5, 11
	Post-Secondary Success and Accommodations	9	423	5	14
	Science and Biology for the High School Student with Disabilities	5	36	1	5
	Transition Services and AT	7	88	3	13, 14
	Universal Design for Learning	4	131	2	5, 8, 11, 13
	Video Modeling and Autism	3	180	3	5, 8

Co-Teaching Project: During 2012-13, 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>A total of 25 schools participated in 2012-13 comprehensive professional development packages. Cohort 1 was composed of 25 schools from across the state. Included in this count was a sub-group of 5 cohort schools from the same district (Cohort 2) that had also participated in the comprehensive professional development package offered in the previous 2011-12 School Year.</p> <p>Cohort 1 new statewide staff participated in the following activities:</p> <table border="1" style="width: 100%; margin-left: 20px;"> <thead> <tr> <th style="width: 70%;">ACTIVITY</th> <th>NUMBER OF PARTICIPANTS</th> </tr> </thead> <tbody> <tr> <td>Phase I: Co-Teaching Foundational Sessions</td> <td style="text-align: center;">143</td> </tr> <tr> <td>Phase II: Building Leadership Team Sessions</td> <td style="text-align: center;">50</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;">25 teams attended 5 webinars</td> </tr> </tbody> </table>	ACTIVITY	NUMBER OF PARTICIPANTS	Phase I: Co-Teaching Foundational Sessions	143	Phase II: Building Leadership Team Sessions	50	Phase III: “Hands On” Co-Teaching Partners Follow-Up Sessions	87	Phase III: Webinars “Differentiated Instruction in Co-Taught Classroom”	25 teams attended 5 webinars	3, 4, 5
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Part B State Annual Performance Report (APR) for FFY 2012

	<p>Cohort 2 continuing staff from the district-wide subgroup participated in additional sessions that were customized for their needs:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 Second Stage (Foundational Plus)</td> <td style="text-align: center;">81</td> </tr> <tr> <td>Phase II: Building Leadership Team Sessions</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Phase III: Customized BLT Webinars for Building Leadership Team</td> <td style="text-align: center;">5 teams attended 1 webinar</td> </tr> </tbody> </table>	ACTIVITY	NUMBER OF PARTICIPANTS	Phase I: Co-Teaching Second Stage (Foundational Plus)	81	Phase II: Building Leadership Team Sessions	27	Phase III: Customized BLT Webinars for Building Leadership Team	5 teams attended 1 webinar	
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<p>Evaluation of Co-Teaching Project</p>	<p><u>Session Evaluations</u> 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 4.67.</p> <p><u>Needs Assessment/Action Planning Checklist</u> The Needs Assessment/Action Planning Checklist (APC) consists of 29 items that should be addressed when planning for effective co-teaching implementation. The instrument is designed to identify areas of strength and weakness in school level planning. Pre and post findings for the <i>Needs Assessment/Action Planning Checklist (APC)</i> indicate progress across schools for co-teaching implementation. The Statewide Cohort 1 APC data indicated that between fall 2012 and spring 2013, the average school addressed 79% of the checklist items. For Cohort 2, the average school had addressed 90% of the items by spring 2013.</p> <p><u>Colorado Assessment of Co-Teaching</u> The Cohort 1 Statewide means for the Colorado Assessment of Co-Teaching (CO-ACT) survey Factor Total Scores (Factor 1- Personal Prerequisites, Factor 2 – Professional Relationship, and Factor 3 – Classroom Dynamics) were computed in the spring 2013 and compared to the fall 2012 scores. The overall gain across all three factors was 7.86 points. An independent samples T-test was conducted on fall 2012 and spring 2013 data to compare total scores of Factors 1, 2, and 3 for general educators (71) and special educators (31). A comparison between fall and spring data indicated that there was no statistically significant impact on teacher perceptions of co-teaching implementation based on teacher position or subject area. However, grade level did significantly impact teacher perceptions of co-teaching implementation with less favorable perceptions noted on the secondary level compared to the elementary level.</p> <p>The Cohort 2 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 2013 and compared to the fall 2012 scores. Means for Factor Total Scores were computed again for spring 2013 responses. The overall gain across all three factors was 10.64 points. An independent samples T-test was also conducted for this cohort group on fall 2012 and spring 2013 data to compare total scores of Factors 1, 2, and 3 for general educators (14) and special educators (5). A comparison between fall and spring data indicated that there was no statistically significant impact on teacher perceptions of co-teaching implementation based on teacher position or subject area. However, results did indicate significant differences in perceptions based on grade level with less positive perceptions at the high school level than the middle level participants. The small sample size of this District Cohort may have impacted significance of this data.</p> <p><u>Student Grade Categories</u> For 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 125 co-taught classrooms. The percent of students with and without disabilities earning grades in categories A-F were also calculated for the 125 co-taught classrooms. Grades for all students in co-taught classes were positively skewed (higher percentages in the A and B categories as compared to the D</p>	<p>3, 4, 5</p>								

Part B State Annual Performance Report (APR) for FFY 2012

	<p>and F categories). Across the 125 co-taught classrooms, the mean percent of all students earning A’s was 16%, B’s was 30%, C’s was 29%, D’s was 17%, and F’s was 9%. When data were disaggregated to compare grades earned by students with disabilities to students without disabilities, grades for students without disabilities were positively skewed, but grades for students with disabilities were more normally distributed. Students with disabilities earned fewer A’s and B’s and more C’s and D’s than students without disabilities. Of note is the fact percentages were more similar for students with and without disabilities in the F category in which 9% of students with disabilities had F’s in comparison to 8% of students without disabilities.</p> <p><u>Student GPAs</u> For Cohort 1 Statewide, the mean GPA for all students in the 125 co-taught classrooms (with and without disabilities) was 2.27, slightly above a C average, whereas mean GPA for students with disabilities was 1.99, which is only slightly below a C average. Mean GPA for students without disabilities was 2.38. Mean GPA was also disaggregated by subject area. Mean GPA was 2.30 for the 59 co-taught Literacy/English classes. In co-taught literacy/English classes, mean GPA was lower (2.01) for students with disabilities than mean GPA (2.40) for students without disabilities. In comparison, mean GPA for students in the 39 co-taught mathematics classes was higher (2.64) than mean GPA in co-taught literacy/English classes. Students with disabilities in co-taught mathematics classes earned a mean GPA of 2.39, in comparison to a mean GPA of 2.73 for students without disabilities. Overall, in 2012-13 students with and without disabilities had higher mean GPAs in mathematics than in previous years.</p> <p>In Cohort 2, the Mean GPA for all students (with and without disabilities combined) was 2.19, which is slightly above a C average, whereas mean GPA for students with disabilities was 1.83, which is slightly below a C average. Mean GPA for students without disabilities was 2.32. The mean GPA of the Cohort 2 was also disaggregated by subject area. Mean GPA was 2.38 for the 15 co-taught literacy/English classes. In co-taught literacy/English classes, mean GPA was lower (1.95) for students with disabilities than mean GPA (2.59) for students without disabilities. In comparison, mean GPA for students in the 16 co-taught mathematics classes was higher (2.85) than mean GPA in co-taught literacy/English classes. Students with disabilities in co-taught mathematics classes had a mean GPA of 2.44 in comparison to a mean GPA of 3.00 for students without disabilities. Overall, in 2012-13 students with and without disabilities had higher mean GPAs in mathematics than in previous years.</p> <p>For both cohorts, results by grade level revealed that students with and without disabilities generally earned better grades at the elementary, middle and junior high school levels than at the high school level.</p>	
<p>Co-Teaching Technical Assistance</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 team offered two statewide co-teaching implementation planning webinars, one targeted districts interested in starting a co-teaching program and the other for districts interested in improving an existing co-teaching program.</p> <p>The project’s team 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</p>	<p>3, 4, 5</p>

Part B State Annual Performance Report (APR) for FFY 2012

	<p>email/telephone technical assistance. The project also continued 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 2012-13 there were 414.05 teachers in 102 districts engaged in co-teaching in the K-12 classroom, a decrease from 458.07 teachers (FTE) in 108 districts from 2012-13.</p>	
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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 & 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																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Number of Trainings</th> <th style="width: 50%;">Name of Activity</th> <th style="width: 20%;">Number of Participants</th> <th style="width: 20%;">Number of Programs</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>DHS-DDS MySped Application Data Entry: Face-to-Face Training</td> <td style="text-align: center;">13</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Early Childhood Special Education Module Data Entry: Face-to-Face Training</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">5</td> <td>School Age Special Education Module Data Entry: Face-to-Face Training</td> <td style="text-align: center;">40</td> <td style="text-align: center;">29</td> </tr> <tr> <td style="text-align: center;">3</td> <td>School Age Special Education MySped Cycle 7 Review Process: WebEx Training</td> <td style="text-align: center;">143</td> <td style="text-align: center;">139</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Early Childhood Special Education Cycle 7 Review Process: WebEx Training</td> <td style="text-align: center;">28</td> <td style="text-align: center;">23</td> </tr> <tr> <td style="text-align: center;">2</td> <td>DHS-DDS 3-5 Cycles 4-7 Reporting Requirements: WebEx Training</td> <td style="text-align: center;">58</td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Early Childhood Cycles 2 – 7 Reporting Requirements: WebEx Training</td> <td style="text-align: center;">29</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">2</td> <td>School Age Cycles 2 – 7 Reporting Requirements: WebEx Training</td> <td style="text-align: center;">126</td> <td style="text-align: center;">134</td> </tr> <tr> <td style="text-align: center;">2</td> <td>DHS-DDS Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training</td> <td style="text-align: center;">84</td> <td style="text-align: center;">42</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Early Childhood Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training</td> <td style="text-align: center;">77</td> <td style="text-align: center;">32</td> </tr> <tr> <td style="text-align: center;">4</td> <td>School Age Cycle 4 (Employee & Child Count) Reporting & Review WebEx</td> <td style="text-align: center;">179</td> <td style="text-align: center;">138</td> </tr> </tbody> </table>		Number of Trainings	Name of Activity	Number of Participants	Number of Programs	1	DHS-DDS MySped Application Data Entry: Face-to-Face Training	13	8	2	Early Childhood Special Education Module Data Entry: Face-to-Face Training	4	1	5	School Age Special Education Module Data Entry: Face-to-Face Training	40	29	3	School Age Special Education MySped Cycle 7 Review Process: WebEx Training	143	139	2	Early Childhood Special Education Cycle 7 Review Process: WebEx Training	28	23	2	DHS-DDS 3-5 Cycles 4-7 Reporting Requirements: WebEx Training	58	40	2	Early Childhood Cycles 2 – 7 Reporting Requirements: WebEx Training	29	20	2	School Age Cycles 2 – 7 Reporting Requirements: WebEx Training	126	134	2	DHS-DDS Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training	84	42	2	Early Childhood Cycle 4 (Employee & Child Count) Reporting & Review: WebEx Training	77	32	4	School Age Cycle 4 (Employee & Child Count) Reporting & Review WebEx	179	138
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Statewide Student Management System (SMS)	The IDEA Data & Research office in cooperation with the Arkansas Public School Computer Network office trained 150 special education school age administrators, district SMS staff, and data entry staff from 75 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 was presented at the August 2012 OSEP Leadership Conference.	1-20																																																
IDEA Data & Research Staff	<ul style="list-style-type: none"> • OSEP Leadership Conference, August, 2012 • EIMAC Spring and Fall Meetings 	1-20																																																

Part B State Annual Performance Report (APR) for FFY 2012

Conference Participation	<ul style="list-style-type: none"> Secondary Transition State Planning Institute hosted by the National Secondary Transition and Technical Assistance Center. May, 2013. Charlotte, NC 	
National Forum of Black Public Administrators	As part of a panel the Director of the IDEA Data & Research Office presented on disproportionality in special education in the session entitled <i>Public Policies as a Precursor or Obstacle for Black Males in Special Education</i> on April 23, 2013 in Atlanta, GA.	4, 9-10
AR Secondary Transition Summit	The Director of the IDEA Data & Research Office was a presenter and a technical assistance resource at the Arkansas Secondary Transition Summit in October 2012 in Hot Springs Arkansas.	1-2, 13-14
Special Education Data Summit	<p>The IDEA Data & Research office in partnership with the ADE Special Education Unit and the University of Arkansas at Little Rock held the 2013 Special education Data Summit at the Embassy Suites in Little Rock, AR on June 17-18, 2013. There were 274 school age and early childhood special education administrators, teachers, related service providers, as well as state special education staff and consultants were in attendance.</p> <p>Representatives from the National Post-school Outcomes Center, National Dropout Prevention Center for Students with Disabilities, and the Early Childhood Outcomes Center presented during the two day Summit.</p>	1-20