Arkansas SPP/APR Summary of Stakeholder Involvement for Target Setting and Improvement Activities

In Spring 2021, Arkansas began developing a plan of action to establish a representative broad stakeholder group from across the state to complement the work of the Special Education Advisory Council. Invitations were sent to 46 individuals of which many have dual roles. Only one person declined the invitation. This select stakeholder group represented the five regions of the state, multiple race/ethnicities and included both males and females. Further the representation was composed of 12 parents, 4 related service providers, 8 early childhood providers, 2 early childhood coordinators, 12 district special education supervisors, 7 general/special education teachers, 4 personnel from state agencies, and 4 superintendents/principals. This stakeholder group, as well as advisory members, DESE OSE staff and TA providers, participated in a series of webinars on indicator target setting and improvement activities. Each session was split into breakout rooms so the groups were small enough to encourage discussion.

Each virtual session was scheduled for 1.5 hours and began with an overview of the indicator(s) being discussed. Stakeholders were provided data sheets which included the historical data for the indicator(s) based on the new measurements. The data sheets also provided proposed target setting methodologies and the projected targets for each methodology. Stakeholders were asked to select the methodologies the State could apply. Each data set also had a set of questions to guide the discussion of baseline and target setting. The baseline guiding questions were:

- 1. What year do you think is appropriate for a baseline year?
- 2. What is the justification for selecting that year?

Target setting guiding questions asked stakeholders to look at the different methodologies presented and discuss:

- 1. Which methodology do you believe provides a realistic projection?
- 2. Are there any methodologies that would not exceed the baseline year?
- 3. Is there a different methodology that you would like to see applied such as a flat rate?
- 4. Could we apply a methodology differently than presented? Such as adding .79 to the baseline for average difference and showing incremental increases over the years.
- 5. Other discussion(s) around the indicator.

The first virtual session was held April 27, 2021 and focused on Indicator 1: Graduation and Indicator 2: Dropout.

The participants were split into two breakout groups. Graduation was discussed and then the groups were brought back together for reporting out on their thoughts and discussions. Then the same process occurred for dropout. For each virtual stakeholder meeting the same process was followed. The second virtual session was held on May 11, 2021 and focused on

Indicator 3: Assessment. The stakeholder group was split into two groups with a total of four breakout sessions being conducted to cover all four sub-indicators. The third virtual session was held on May 25, 2021 and had two breakout groups. The school age group covered Indicators 5: Education Environment (k-12), Indicator 8: Family Involvement, and Indicator 14: Post-school Outcomes. The early childhood group covered Indicators 6: Preschool Environments, Indicator 7: Preschool Outcomes, and Indicator 8: Family Involvement.

The State Special Education Advisory Council was a second group of stakeholders who were involved in providing target and improvement activities. The virtual State Advisory meetings held in April, July, and October 2021, and January 2022 focused on setting new targets and discussion of improvement strategies. The Advisory Council representation includes: Parents (10), Adult Corrections, Advocates (2), AR Rehabilitation Services (2), Career & Technical Education (2), Center for Exceptional Families (PTI), Foster Care, Higher Education, Juvenile Corrections, LEA Special Education Supervisors, McKinney-Vento Administrator, Teachers (4), Private School, and Public Charter Schools. During these meetings, the council members and public participants were provided updates on the previously held stakeholder input sessions; compliance indicators were discussed (Indicator 4B: Discipline, Indicator 9: Disproportionate Representation, Indicator 10: Disproportionate Representation in a Specific Disability Category, Indicator 11: Child Find, Indicator 12: Early Childhood Transition, Indicator 13: Secondary Transition), dispute resolution Indicator 15: Resolution Sessions and Indicator 16: Mediation, and Indicator 17 which is the State Systemic Improvement Plan (SSIP). Information was provided on how the local APR profiles would be affected by the new measurements, especially around Indicator 1: Graduation & Indicator 2: Dropout. A breakdown of each Advisory meeting discussion is provided below.

- April 2021: Overview of the SPP/APR package measurement table.
- July 2021: Overview of stakeholder engagement meetings and additional input on baseline and target setting for Indicators 1, 2, 3, 4, 5, 6, and 17.
- October 2021: Discussed the effect of the new graduation and drop out measurements on the local APRs;
 Indicator 3: Assessment was presented with the 2021 assessment data; compliance indicators, and
 Indicator 17.
- January 2022: Presentation of the APR with the targets set for the next six years and any feedback which could lead to changes for the final submission.

Opportunities were also provided at four state conferences: ADE Summit, Arkansas School-Based Therapy

Conference, Arkansas Collaborative Consultants Fall Convening, and the LEA Academy. An overview is provided below.

- The ADE Summit was held in June 2021 and had two sessions.
 - o The first was on Indicators 1 and 2 while the second was on Indicator 6.
 - Ten participants provided feedback and represented district administrators (2), special education administrators (7), early childhood coordinators (3), teachers (2) and parents (5).
 - o For each session participants were provided handouts with datasets and guiding questions.
 - An overview of the data was presented and the questions discussed.
 - Stakeholders wrote their comments on the handout and returned them at the end for compilation.

 The handout also had a few questions about demographics and group/organization affiliation(s).
- The Arkansas School-Based Therapy Conference was held in September 2021 with 220 participants, and the Arkansas Collaborative Consultants Fall Convening was held in October 2021 with 84 participants.
 - At both meetings, components of the Indicator 17: SSIP improvement strategies were discussed and feedback solicited on the messaging, inclusion of initiatives and overall direction of the SSIP.
 - Feedback was provided on the SSIP Theory of Action, and as a result, Universal Design for Learning will be added as an initiative of focus within the coherent system of support.
- The LEA Academy was held in October 2021.
 - This conference is attended primarily by special education administrators and early childhood coordinators.
 - o One session at the LEA Academy focused on Indicator 3: Assessment.
 - There were approximately 25 special education administrators in attendance and 15 provided feedback.
 - The data presented included the 2020/21 statewide assessment results.
 - Participants received a copy of the historical data, two methodologies for target setting,
 along with the guiding questions.
 - They had the option to submit comments/feedback through a google form as well as returning the handout.

To gather more family input, a special stakeholder session was held with a group of parents organized by one of State's PTI centers, in December 2021. Although many families were invited to participate only three were available to attend. However, the information shared was also sent to the families who were unable to attend that day with instructions

on how they could provide feedback. We provided an overview of previous stakeholder input results on those indicators with major changes and provided them the opportunity to provide additional feedback on the final targets and activities.

Besides discussing Indicator 17 at each quarterly Advisory Council meeting, there was a separate Indicator 17 SSIP stakeholder input session with the school districts/buildings participating in the project in January 2022. This session focused on SSIP updates surrounding state initiatives, and the State-identified Measurable Result (SiMR) targets through FFY2025. The current state initiatives involved with inclusive practices and outlined in the SSIP theory of action are being scaled to include greater numbers of educators and administrators across Arkansas, and to build capacity for job-embedded coaching supports. As more educators are trained in how to implement major initiatives, it is anticipated that progress towards the targets outlined in the SPP/APR will be accelerated.

The following section provides an overview of stakeholder input and the final targets for each indicator.

Indicat	Indicator 1: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to									
Gradu		graduating with a regular hi								
Baseline	Baseline	Arkansas selected the 2017-18 of the 618-exiting data for the baseline year. Through various stakeholder								
Year	Data	input sessions, the stakeholder	input sessions, the stakeholders wanted an average of the three years prior to 2019-20 because of the effects							
2017	87.56%	from the pandemic. School year 2017-18 best represented the three-year average. Discussions were held around using a standard deviation, moving average, annual percentage point change or selecting a flat rate similar to what the state had under NCLB. The final decision was to set a flat rate of 88% as the target for all years.								
FFY	2020	2021	2022	2023	2024	2025				
Target >=	88.00%	88.00%	88.00%	88.00%	88.00%	88.00%				
Indicator 2	-	Percent of youth with IEPs v (a)(3)(A))	-							
Baseline	Baseline	Arkansas selected the 2017-18	3 of the 618-exiting	data for the baseline	year. Through varie	ous stakeholder				
Year	Data	input sessions, the stakeholder								
2017	10.69%	discussions were held around or selecting a flat rate. The fin is the average rate for the past to 10% and the graduation targ graduates in the remaining 2% certificate.	al decision was to so few years prior to to get to 88%, this allo	et a flat rate of 10% he pandemic. In add ws Arkansas to acco	as the target for all lition, by setting the ount for the future al	years. Ten percent drop out targets ternate pathway				
FFY	2020	2021	2022	2023	2024	2025				
Target >=	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%				
Indicator 3: Assessment Participation and performance of children with IEPs on statewide assessments: A. Participation rate for children with IEPs. B. Proficiency rate for children with IEPs against grade level academic achievement stands. C. Proficiency rate for children with IEPs against alternate academic achievement stands achievement standards. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high separate					standards. vel academic					
Indicato Participa Children w	tion for vith IEPS	Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. During the stakeholder virtual and in person meetings on assessment, stakeholders agreed to maintain the								
on State Assessr		95% participation requirement The baseline is most recent as			ct matters across the	years of the SPP.				

Baseline Data - Indicator 3A: Participation for Children with IEPS on Statewide Assessments

Subject	Group Name	Baseline Year	Baseline Data
Reading	Grade 4	2020	97.85%
Reading	Grade 8	2020	95.28%
Reading	Grade HS	2020	93.00%
Math	Grade 4	2020	98.04%
Math	Grade 8	2020	95.75%
Math	Grade HS	2020	93.85%

Targets - Indicator 3A: Participation for Children with IEPS on Statewide Assessments

Subject	Group Name	2020	2021	2022	2023	2024	2025
Reading	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Indicator 3B:
Proficiency rate for children with IEPs against grade level academic achievement standards.

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].

During the stakeholder virtual and in person meetings on assessment, stakeholders agreed to establish the baseline using the most recent assessment data, school year 2020-21. Additionally, stakeholder feedback recommended increasing the targets for each grade and subject by one standard deviation by FFY 2025. Standard deviations were calculated for each grade and subject using current and historical data. The standard deviation(s) were proportionately applied to establish the year to year increases from baseline for each grade level and subject matter.

Baseline Data - Indicator 3B: Proficiency rate for children with IEPs against grade level academic achievement standards

Subject	Group Name	Baseline Year	Baseline Data
Reading	Grade 4	2020	6.68%
Reading	Grade 8	2020	4.46%
Reading	Grade HS	2020	3.56%
Math	Grade 4	2020	14.23%
Math	Grade 8	2020	3.54%
Math	Grade HS	2020	2.58%

Targets - Indicator 3B: Proficiency rate for children with IEPs against grade level academic achievement standards

Subject	Group Name	2020	2021	2022	2023	2024	2025
Reading	Grade 4	6.68%	6.91%	7.13%	7.36%	7.59%	7.81%
Reading	Grade 8	4.46%	4.73%	5.01%	5.27%	5.55%	5.83%
Reading	Grade HS	3.56%	3.71%	3.85%	3.99%	4.14%	4.29%
Math	Grade 4	14.23%	14.57%	14.90%	15.24%	15.57%	15.91%
Math	Grade 8	3.54%	3.83%	4.11%	4.40%	4.69%	4.98%
Math	Grade HS	2.58%	2.71%	2.83%	2.96%	3.08%	3.21%

Indicator 3C:
Proficiency rate for children with IEPs against alternate academic achievement standards.

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against 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 for the alternate assessment)].

During the stakeholder virtual and in person meetings on assessment, stakeholders agreed to establish the baseline using the most recent assessment data, school year 2020-21. Additionally, stakeholder feedback recommended increasing the targets for each grade level and subject matter using a full or partial standard deviation. Standard deviations were calculated for each grade and subject using current and historical data. Based on the historical and current data, math targets were set to increase by 1/3 of a standard deviation by FFY 2025 for all grades. For reading language arts, fourth grade targets are set to increase by a full standard deviation by FFY 2025; eighth grade will increase by 1/2 of a standard deviation, and high school will increase by 1/4 of a standard deviation. All interim year targets were proportionately increased for grade level and subject matter, accordingly.

Baseline Data - Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards							
Subject	Group Name	Baseline Year	Baseline Data				
Reading	Grade 4	2020	30.57%				
Reading	Grade 8	2020	15.00%				
Reading	Grade HS	2020	11.21%				
Math	Grade 4	2020	11.50%				
Math	Grade 8	2020	12.04%				
Math	Grade HS	2020	15.21%				

Targets - Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards

Subject	Group Name	2020	2021	2022	2023	2024	2025
Reading	Grade 4	30.57%	32.66%	34.74%	36.83%	38.91%	40.99%
Reading	Grade 8	15.00%	17.87%	19.96%	22.05%	24.13%	26.22%
Reading	Grade HS	11.21%	16.35%	18.43%	20.52%	22.60%	24.69%
Math	Grade 4	11.50%	14.92%	18.35%	21.77%	25.20%	28.62%
Math	Grade 8	12.04%	16.30%	20.56%	24.82%	29.08%	33.33%
Math	Grade HS	15.21%	19.22%	23.24%	27.25%	31.26%	35.28%

Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)].

During the stakeholder virtual and in person meetings on assessment, stakeholders agreed to establish the baseline using school year 2018-19 pre-covid assessment data. They believed the pre-covid data was more of an accurate representation of the GAP than the 2020-21 assessment results. Additionally, stakeholders recommended decreasing the targets for each grade level and subject matter using a full standard deviation. Standard deviations were calculated for each grade and subject using current and historical data. The targets are to decrease by one standard deviation by FFY 2025. The standard deviation is proportionately applied for the interim year targets.

Baseline Data – Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Subject	Group Name	Baseline Year	Baseline Data
Reading	Grade 4	2020	35.74%
Reading	Grade 8	2020	43.30%
Reading	Grade HS	2020	38.02%
Math	Grade 4	2020	34.34%
Math	Grade 8	2020	41.47%
Math	Grade HS	2020	28.71%

Targets - Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Subject	Group Name	2020	2021	2022	2023	2024	2025
Reading	Grade 4	35.24%	34.74 %	34.24%	33.74%	33.24%	32.74%
Reading	Grade 8	42.75%	42.20%	41.65%	41.10%	40.55%	40.00%
Reading	Grade HS	37.35%	36.69%	36.02%	35.35%	34.69%	34.02%
Math	Grade 4	33.83%	33.32%	32.81%	32.30%	31.79%	31.28%
Math	Grade 8	40.12%	38.77%	37.42%	36.07%	34.72%	33.37%
Math	Grade HS	28.24%	27.78%	27.31%	26.84%	26.38%	25.91%

Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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 4: Discipline

Indicator 4 Suspens Expu			f suspensions and exp	EA) that have a sign pulsions of greater th					
Baseline	Baseline	The measurement of	f the indicator was dis	cussed with stakehold	lers and they agreed to	keep the current			
Year	Data			listricts as having a sig					
2016	30.14%			peing highly affected be targets annually by 0.					
FFY	2020	2021	2022	2023	2024	2025			
Target >=	29.80%	29.50%	29.20%	28.90%	28.60%	28.30%			
Suspens Expuls	Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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.								
Baseline	Baseline	The indicator was d	iscussed with stakeho	lders, it is a compliance	ce indicator and all tar	gets are 0.00%			
Year	Data								
2016	0.00%								
FFY	2020	2021	2022	2023	2024	2025			
Target >=	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Environmo	: Education ents (k-12) A: Inside the	B. Inside the regu C. In separate sch Percent = [(# of chi	A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5						
regular cla more of Baseline	ass 80% or the day Baseline	who are enrolled in	kindergarten and a	ged 6 through 21 wit on meetings on school	th IEPs)] times 100.				
Year 2019	Data 56.94%	stakeholders were in we changed the data	nformed that the basel set. For the FFY 202	ine year was already e 0-2025 targets they re	established in the prior ecommended setting th	SPP/APR when targets for 5A to			
				ard deviation by FFY 2					
FFY	2020	2021	2022	2023	2024	2025			
Target >=	57.32%	57.70%	58.07%	58.45%	58.82%	59.20%			
regular cla	B: Inside the ss less than the day	served inside the re	egular class less than	d 5 who are enrolled 40% of the day) div ged 6 through 21 wit	ided by the (total # o	O O			
Baseline	Baseline	During the stakehole	der virtual and in pers	on meetings on school	l age educational envi	ronment			
Year 2019	Data 12.18%	we changed the data	set. For the FFY 202	ine year was already e 0-2025 targets they re ard deviation by FFY 2	commended setting th	e targets for 5A to			
FFY	2020	2021	2022	2023	2023 and set 3C at a 11	2025			
Target >=	12.08%	11.98%	11.88%	11.78%	11.68%	11.58%			
Ŭ	•		•						
separate residential	d/hospital	served in separate	schools, residential f	d 5 who are enrolled acilities, or homebou olled in kindergarten	nd/hospital placeme	nts) divided by the			
Baseline	Baseline	During the stakehole	der virtual and in pers	on meetings on school	l age educational envi	ronment			
Year 2019	Data 2.01%	stakeholders were in we changed the data	nformed that the basel set. For the FFY 202	ine year was already e 0-2025 targets they re	established in the prior ecommended setting th	SPP/APR when targets for 5A to			
			_	ard deviation by FFY 2					
FFY	2020	2021 1.99%	2022	2023	2024	2025			
Target >=	1.99%		1.99%	1.99%	1.99%	1.99%			

Envir	6: Preschool conments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: 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. C. Receiving special education and related services in the home. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program						
early child and receiving of special of related so	hood program ng the majority education and ervices in the	and receiving	the majority of s	pecial education a	nd related service	s in the regular early ad 5 with IEPs)] times 100.		
_	rly childhood ogram							
Baseline Year	Baseline Data					ucational environment ned in the prior SPP/APR for 6A		
2019	20.74%	and 6B when baseline. Add the FFY 2020	we changed the dat itional, discussions	a set. The stakehol resulted in selectin ator 6A and 6C wi	ders agreed on usir ng a full or partial s ill improve by a one	ng the FFY2020 data for the 6C tandard deviation to establish e standard deviation by FFY		
FFY	2020	2021	2022	2023	2024	2025		
Target >=	21.44%	22.13%	22.83%	23.53%	24.22%	24.92%		
special ed separat	6B: Separate ucation class, se school or tial facility.	separate scho IEPs)] times	ool or residential f 100.	acility) divided by	the (total # of chi	arate special education class, ldren ages 3, 4, and 5 with		
Baseline Year	Baseline Data	stakeholders v	were informed that	the baseline year w	as already establisl	ned in the prior SPP/APR for 6A		
2019	20.21%	baseline. Add the FFY 2020	itional, discussions	resulted in selecting cator 6A and 6C wi	ng a full or partial s ill improve by a one	ng the FFY2020 data for the 6C tandard deviation to establish e standard deviation by FFY		
FFY	2020	2021	2022	2023	2024	2025		
Target >=	19.73%	19.25%	18.77%	18.29%	17.81%	17.31%		
special ed related so	6C: Receiving ducation and ervices in the ome.					al education and related nd 5 with IEPs)] times 100.		
Baseline Year	Baseline Data	stakeholders v	were informed that	the baseline year w	as already establisl	ucational environment hed in the prior SPP/APR for 6A		
2020	1.08%	baseline. Add the FFY 2020	itional, discussions	resulted in selectine ator 6A and 6C wi	ng a full or partial s ill improve by a one	ng the FFY2020 data for the 6C tandard deviation to establish e standard deviation by FFY		
FFY	2020	2021	2022	2023	2024	2025		
Target >=	1.99%	1.99%	1.99%	1.99%	1.99%	1.99%		
	or 7: Early od 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.						
Measureme	Statements and ents for Each of ee Outcomes	C. Use of appropriate behaviors to meet their needs. Summary Statement 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. Measurement for Summary Statement 1: 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 (d))] times 100.						

Summary Statement 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.

Measurement for Summary Statement 2: 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.

At the various stakeholder meeting discussing Indicator 7: EC Outcomes, participants noticed that the targets have rarely been met. As the different methodologies for setting targets were presented, stakeholders kept going back to the fact that previous targets were not being met. The baseline is 2008 and the data annually has only tended to fluctuate within a few percentage points. Taking the discussion into account, the final decision was to carry the targets from the previous SPP into this six-year SPP.

Baseline Year 2008	Baseline Data	Summary Statement Targets	2020	2021	2022	2023	2024	2025
Outcome A1	89.56%	Target A1 >=	89.16%	89.64%	90.12%	90.60%	91.08%	91.56%
Outcome A2	68.61%	Target A2 >=	66.32%	66.80%	67.28%	67.76%	68.24%	68.72%
Outcome B1	89.64%	Target B1 >=	89.98%	90.46%	90.64%	91.42%	91.90%	92.38%
Outcome B2	59.74%	Target B2 >=	57.17%	56.21%	57.19%	58.17%	59.64%	61.11%
Outcome C1	91.68%	Target C1 >=	90.71%	89.73%	90.21%	91.17%	91.65%	92.13%
Outcome C2	77.81%	Target C2 >=	75.95%	94.97%	93.99%	75.46%	76.93%	78.00%

Indicator 8: 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					
Baseline	Baseline	During the stakeholder sessions, Indicator 8 Family Involvement data was shared with both school age					
Year	Data	early childhood participants. Both groups recognized that Arkansas rarely reaches the established targets.					
School	Age	Through their review of the historical data trends and proposed target setting methodologies and applied					
2005	95.35%	results, there was no clear conclusion as to which methodology would be best. In presenting the					
Presch	nool	stakeholder meeting results to the state advisory council, the question was brought up about applying the					
2005	82.92%	targets from the previous SPP to this iteration since the state rarely met them. In the end, the decision was					
2003	82.9270	to bring forward the previous SPP targets.					
FFY	2020	2021	2022	2023	2024	2025	
School Age	94.05%	94.53%	95.01%	95.49%	95.97%	96.45%	
Preschool	89.94%	90.92%	91.90%	92.88%	93.86%	94.84%	

Indicator 9: Disproportionate Representation		Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.						
Baseline Year	Baseline Data	The indicator was discussed w always 0.00%	The indicator was discussed with stakeholders; however, it is a compliance indicator and the targets are					
2016	0.00%							
FFY	2020	2021	2022	2023	2024	2025		
Target>=	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		

Percent of districts with disproportionate representation of racial and ethnic groups in specific

Disproportionate		disability categories that is the result of inappropriate identification.					
Representation in a							
specific D	isability						
Baseline	Baseline Baseline The indicator was discussed with stakeholders; however, it is a compliance indicator and the targets are						
Year	Data	always 0.00%					
2016	0.00%	,					
FFY	2020	2021	2022	2023	2024	2025	
Target>=	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	

Indicator 10:

Baseline Year Data 2005 91.91% Percent of children referred by Part C prior to age 3, who are found eligible for 1 100.00%	2025 100.00% rt B, and who	2024 100.00%	ne within which th	tablishes a timen ai	Percent of children who wer	11: Child	inuicator			
Baseline Year Data 2005 91.91%	2025 100.00% rt B, and who	2024 100.00%		evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.						
Transition Baseline Year Data Dought Indicator 13: Secondary Transition Indicator 13: Baseline Year Data Dought Indicator 13: Baseline Year Data Dought Indicator 14: Baseline Year Data Dought Indicator Ind	100.00% rt B, and who	100.00%	wever, it is a compl	vith stakeholders; ho	The indicator was discussed w					
Target >= 100.00% 100	100.00% rt B, and who	100.00%			aiways 100.0070	1				
Target >= 100.00% 100.00% 100.00% 100.00% 100.00% 100.00% Indicator 12: Early Child Transition Baseline Year Data 2005 75.91% FFY 2020 2021 2022 2023 2024 2026 2021 2022 2023 2024 2026 2024 2026 2024 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2026 2027 2028 2028 2028 2024 2028 2028 2024 2028 2028 2024 2028 2028 2024 2028 2028 2024 2028 2028 2024 2028 2028 2024 2028 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2022 2023 2024 2029 2029 2021 2029 2023 2024 2029 2021 2022 2023 2024 2028 2029 2021 2029 2023 2024 2028 2029 2024 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028 2028	100.00% rt B, and who	100.00%	2023	2022	2021	_				
Baseline Paseline		nd eligible for Part		100.00%	100.00%					
Baseline Year Data	1 the targets are		age 3, who are fou	by Part C prior to	Percent of children referred	12: Early	Indicator			
Year Data 2005 75.91%	1 the targets are		eir third birthdays.	implemented by the	have an IEP developed and	ansition	Child Tr			
Target >= 100.00%	0	iance indicator and t	wever, it is a compl	vith stakeholders; ho						
Target >= 100.00% 100					always 100.00%					
Indicator 13: Secondary Transition	2025	2024	2023	2022	2021	_				
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate postsecondary goals that are annually updated and based upon an age appropriate assessment, transition services, including courses of study, that will reasonably endet those postsecondary goals, and annual IEP goals related to the student's transition services and annual IEP goals related to the student's transecondary goals, and annual IEP goals related to the student's transecondary goals, and annual IEP goals related to the student's transecondary goals, and annual IEP goals related to the student's transecondary goals, and annual IEP goals related to the student's transecondary goals and annual IEP goals related to the student's transecondary goals (and above were, it is a compliance indicator a always 100.00% FFY 2020 2021 2022 2023 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2024 2025 2024 2024 2025 20	100.00%									
Indicator 13: Secondary Transition Baseline Paseline Paseline Percent enrolled in higher education or in some other postsecondary education within one year of leaving high school. Baseline Post-school dutcomes Indicator 14: Post-school Outcomes Baseline Paseline Paseline Percent enrolled in higher education or competitively employed within one year of leaving high school. Baseline Paseline Percent enrolled in higher education = [(# of youth who are no longer in secondary school) at the time they left school)] times 100. FFY 2020 2021 2022 2023 2024 A. Enrolled in higher education or competitively employed within one year of leaving high school. Baseline Paseline Percent enrolled in higher education = [(# of youth who are no longer in secondary school) at the time they left school and were enrolled in higher education within one year of leaving high school. FFY 2020 2021 2021 2023 2024 Target >= 13.06% 13.26% 13.26% 13.46% 13.66% 13.86% Indicator 14 B: Enrolled in higher education or competitively employed within one year of leaving high school. FFY 2020 2021 2022 2023 2024 Target >= Data Percent enrolled in higher education = [(# of youth who are no longer in secondary school at the time they left school)] times 100. FFY 2020 2021 2022 2023 2024 Target >= Data Percent enrolled in higher education or competitively employed within one year of leaving high school. Baseline Precent enrolled in higher education or competitively employed within one year of leaving high school. FFY 2020 2021 2022 2023 2024 Target >= Data Percent enrolled in higher education or competitively employed within one year of leaving high school. FFY 2020 403 2021 2022 2023 2024 Target >= 49.21% 49.87% 50.53% 51.19% 51.85% Indicator 14 C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed within one year of leaving high school in the percent enrolled in higher education or competitively employed within one year of leaving high school.	1	•		•		100.0070	rarget			
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simple year of in some other employment within one year of leaving mgn school	eff school and were school) divided by at the time they	ng high school. n one year of leaving t at the time they left ar of leaving high sc had IEPs in effect a	rely employed within oil, had IEPs in effect loyed within one ye econdary school and	r competitively emp o are no longer in se	enrolled in higher education of the (# of respondent youth wheleft school)] times 100.	Baseline Data 48.55% 2020	Baseline Year 2009 FFY			
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Indicat		Percent of hearing requests that went to resolution sessions that were resolved through resolution						
Resolution	1 Session	session settlement agreemen	ts. (20 U.S.C. 1416	$\delta(a)(3)(B)$				
Baseline	Baseline	Stakeholders were presented v	Stakeholders were presented with various methodologies that could be applied to setting targets for					
Year	Data	Indicator 15. Actual data for this indicator fluctuates widely from year to year. After the discussions, it was						
2005	50.00%	decided to repeat the targets from the previous SPP.						
FFY	2020	2021 2022 2023 2024 2025						
Target >=	56.96%	58.92%	60.88%	62.84%	64.80%	66.76%		
Indicat	or 16:	Percent of mediations held t	hat resulted in med	liation agreements				
Media	ation			_				
Baseline	Baseline	Stakeholders were presented the data and various methods which could be applied to setting targets for						
Year	Data	Indicator 16. After reviewing the data sets, stakeholders agreed that with the uncertainty of the data from						
2005	52.00%	year to year, especially in relation to the pandemic that a flat rate would be the best targets through FFY 2025.						
FFY	2020	2021	2022	2023	2024	2025		
Target >=	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%		
Indicat	or 17:	The State-identified Measur	able Result (SiMR)) is the percent of s	tudents with disabi	ilities (SWD) in		
State Sy	State Systemic grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is moderate o							
Improvem	rovement Plan for the same subject and grade level in the state.							
Baseline	Baseline	Stakeholders were presented the data and various methods which could be applied to setting targets for						
Year	Data	Indicator 17. After reviewing the data sets, stakeholders agreed that with the uncertainty of the data from						
2016	59.53%	year to year, especially in relation to the pandemic that a flat rate would be the best targets through FFY 2025.						
FFY	2020	2021	2022	2023	2024	2025		
Target >=	60.66%	61.50%	62.33%	63.16%	63.37%	64.50%		