



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE
SERVICES

June 23, 2014

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
Four State Capitol Mall, Room 304A
Little Rock, AR 72201-1071

Dear Commissioner Kimbrell:

I am writing to advise you of the U. S. Department of Education's (Department) 2014 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Arkansas needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2012 Annual Performance Plan (APR) and revised State Performance Plan (SPP), other State-reported data, and other publicly available information.

As you know, the Office of Special Education Programs (OSEP) is implementing a revised accountability framework designed to more directly support States in improving results for infants, toddlers, children and youth with disabilities, and their families. Section 616(a)(2) of the IDEA requires that the primary focus of IDEA monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that States meet the IDEA program requirements.

OSEP's previous accountability system placed a heavy emphasis on compliance and we have seen an improvement in States' compliance over the past seven years of IDEA determinations. OSEP's new accountability framework, called Results Driven Accountability (RDA), brings into focus the educational results and functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA. Protecting the rights of children with disabilities and their families is a key responsibility of State educational agencies (SEAs) and local educational agencies (LEAs), but it is not sufficient if children are not attaining the knowledge and skills necessary to achieve the goals of IDEA as reflected in Congressional findings in section 601(c)(1) of the IDEA Improvement Act of 2004: equality of opportunity, full participation, independent living, and economic self-sufficiency.

From the start, OSEP committed to several key principles to guide the development of a new accountability framework, including transparency, stakeholder involvement, and burden reduction. In keeping with these principles, over the past two years we have solicited input from stakeholders on multiple occasions and published a new SPP/APR for FFYs 2013 through 2018. The revised SPP/APR significantly reduces data collection and reporting burden by States, and shifts the focus to improving educational results and functional outcomes for children with disabilities by requiring each State to develop and implement a State Systemic Improvement Plan (SSIP).

The Department is committed to supporting States in the development and implementation of the SSIP which is designed to improve results for all children, including children with disabilities, and is investing significant resources toward that commitment. OSEP is implementing a system of differentiated monitoring and support, using data on performance (i.e., results data) and other information about a State to determine the appropriate intensity, focus, and nature of the oversight and support that each State will receive as part of RDA. OSEP's technical assistance network will be a key component of differentiated support to States and, through States, to local programs. We believe that only through a coordinated effort across the education system will we positively affect the school and life trajectories of children with disabilities.

In making determinations in 2013, the Department used a compliance matrix that included compliance data on multiple factors, thereby allowing us to consider the totality of a State's compliance data. In the 2013 determination letters, OSEP informed States that it would use results data when making determinations in 2014. OSEP published a Request for Information to solicit comments regarding how results data could be used in making IDEA determinations in 2014 and beyond, and has carefully reviewed these comments in deciding how to use results data in making determinations in 2014.

Your State's 2014 determination is based on the data reflected in the State's "2014 Part B Compliance Matrix" and "2014 Results Driven Accountability Matrix." Enclosed with this determination letter are the following: (1) the State's "2014 Part B Compliance Matrix" and "2014 Results Driven Accountability Matrix;" (2) a document entitled "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2014: Part B," which provides a detailed description of how OSEP evaluated States' data using the Compliance and RDA Matrices; (3) your State's FFY 2012 Response Table, which provides OSEP's analysis of the State's FFY 2012 APR and revised SPP; and (4) a Data Display, which presents certain State-reported data in a transparent, user-friendly manner. The Data Display will be posted on OSEP's Web site and will be helpful for the public in getting a broader picture of State performance in key areas.

For the 2014 determinations, the Department is using results data on the participation of children with disabilities on regular Statewide assessments; the proficiency gap between children with disabilities and all children on regular Statewide assessments; and the performance of children with disabilities on the National Assessment of Educational Progress (NAEP). At this time, we can meaningfully use data on the participation rate, and proficiency gap, on regular Statewide assessments. We plan to measure growth in the proficiency of children with disabilities when States have transitioned to college- and career- ready standards and assessments. In the interim, we are using data from NAEP on the performance of children with disabilities, which provide a consistent and fair benchmark for performance of children across all States. In the future, OSEP plans to use only regular Statewide assessment data, rather than NAEP data, for annual determinations, including data on the growth in proficiency of children with disabilities on Statewide assessments.

As noted above, the State's 2014 determination is Needs Assistance. A State's 2014 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State would also be Needs Assistance if its RDA Determination percentage is 80% or above, but the Department has imposed Special Conditions on the State's last three (FFYs 2011, 2012, and 2013) IDEA Part B grant awards, and those Special Conditions are in effect at the time of the 2014 determination.

Pursuant to these requirements, the Secretary is advising the State of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following Web site: <https://osep.grads360.org/#program/highlighted-resources> (link goes live July 18, 2014), and requiring the State to work with appropriate entities. In addition, the State should consider accessing technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link:

<http://www2.ed.gov/programs/newccp/index.html>. The Secretary directs the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage the State to access technical assistance related to those results elements and compliance indicators for which the State received a score of zero or less. Your State must report with its FFY 2013 SPP/APR submission, due February 2, 2015, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

As a reminder, your State must report annually to the public on the performance of each LEA located in the State on the targets in the SPP as soon as practicable, but no later than 120 days after the State's submission of its FFY 2012 APR. In addition, your State must: (1) review LEA performance against targets in the State's SPP; (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA; (3) take appropriate enforcement action; and (4) inform each LEA of its determination. Finally, please ensure that your APR, updated SPP, and report on the performance of each LEA located in the State on the targets in the SPP are posted on the SEA's Web site and made available to the public.

OSEP appreciates the State's efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. If you have any questions, would like to discuss this further, or want to request technical assistance, please contact Jennifer Finch, your OSEP State Contact, at 202-245-6610.

Sincerely,

A handwritten signature in black ink, appearing to read "Melody Musgrove". The signature is fluid and cursive, with a long horizontal line extending to the right.

Melody Musgrove, Ed.D
Director
Office of Special Education Programs

Enclosures

cc: State Director of Special Education

Part B Results Driven Accountability Matrix: 2014

Arkansas

Part B Results Driven Accountability Matrix: 2014

Reading Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	85.00%	1
Proficiency Gap for 4th and 8th Grade Children with Disabilities on Regular Statewide Assessments	45.00%	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	23.00%	0
Percentage of 4th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	7.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	20.00%	0
Percentage of 8th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	14.00%	1
Math Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular State Assessment	85.00%	1
Proficiency Gap for 4th and 8th Grade Children with Disabilities on Regular Statewide Assessments	38.00%	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	53.00%	1
Percentage of 4th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	8.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	22.00%	0
Percentage of 8th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	14.00%	1
Graduation Component Elements¹	Performance	Score
(Placeholder for FFY 2013)	(Placeholder for FFY 2013)	(Placeholder for FFY 2013)
Results Total Points Available	Results Points Earned	Results Performance
20	7	35.00%
Compliance Total Points Available	Compliance Points Earned²	Compliance Performance
22	21	95.45%
Results Driven Accountability Percentage and Determination³		
65.23%	NEEDS ASSISTANCE (yellow)	

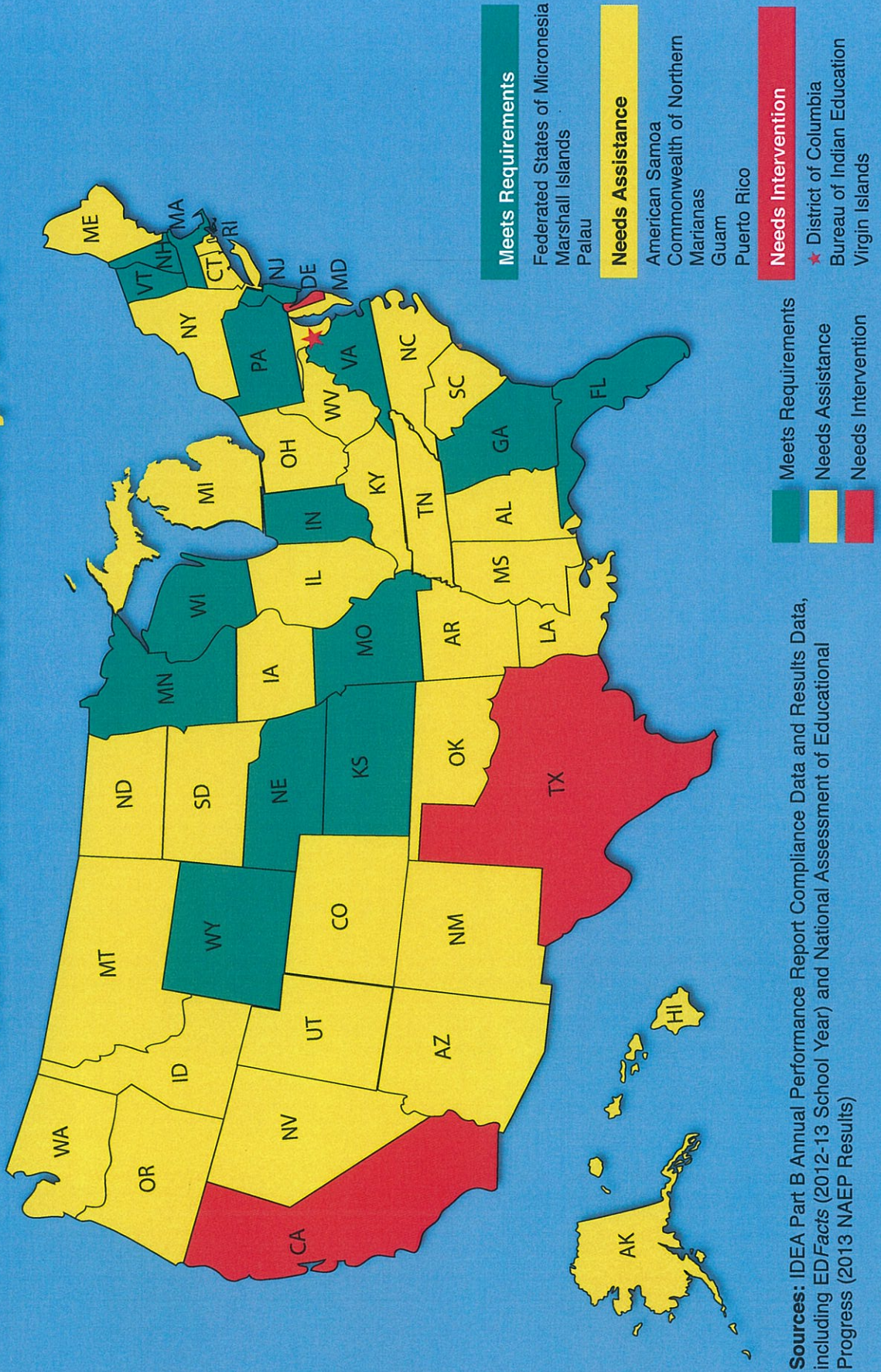
1. The Department is committed to using graduation data in determinations but identified potential discrepancies between States with respect to what is included as a regular high school diploma for children with disabilities, as reported to the Department. To ensure that States are treated equitably, we will work with States to address these discrepancies and plan to use graduation data in the 2015 Part B determinations.

2. [Review the Part B Compliance Matrix for a breakdown of compliance points earned.](#)

3. Review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2014: Part B" for a detailed description of how the Compliance Performance Percentage, Results Performance Percentage and the Results Driven Accountability Percentage and Determination were calculated.

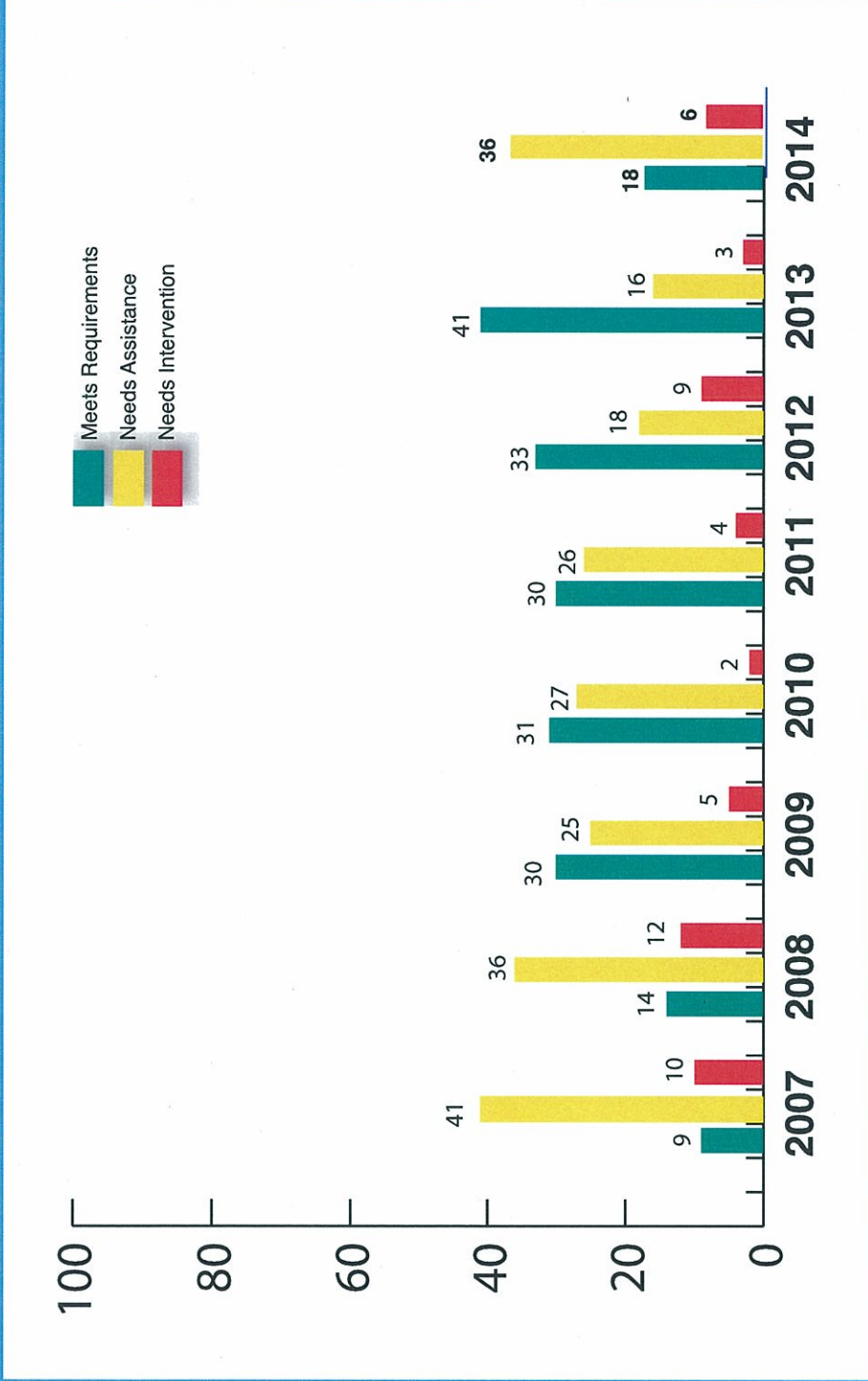
National Data
Publication Year 2014

IDEA State Determinations Under Results Driven Accountability: 2014



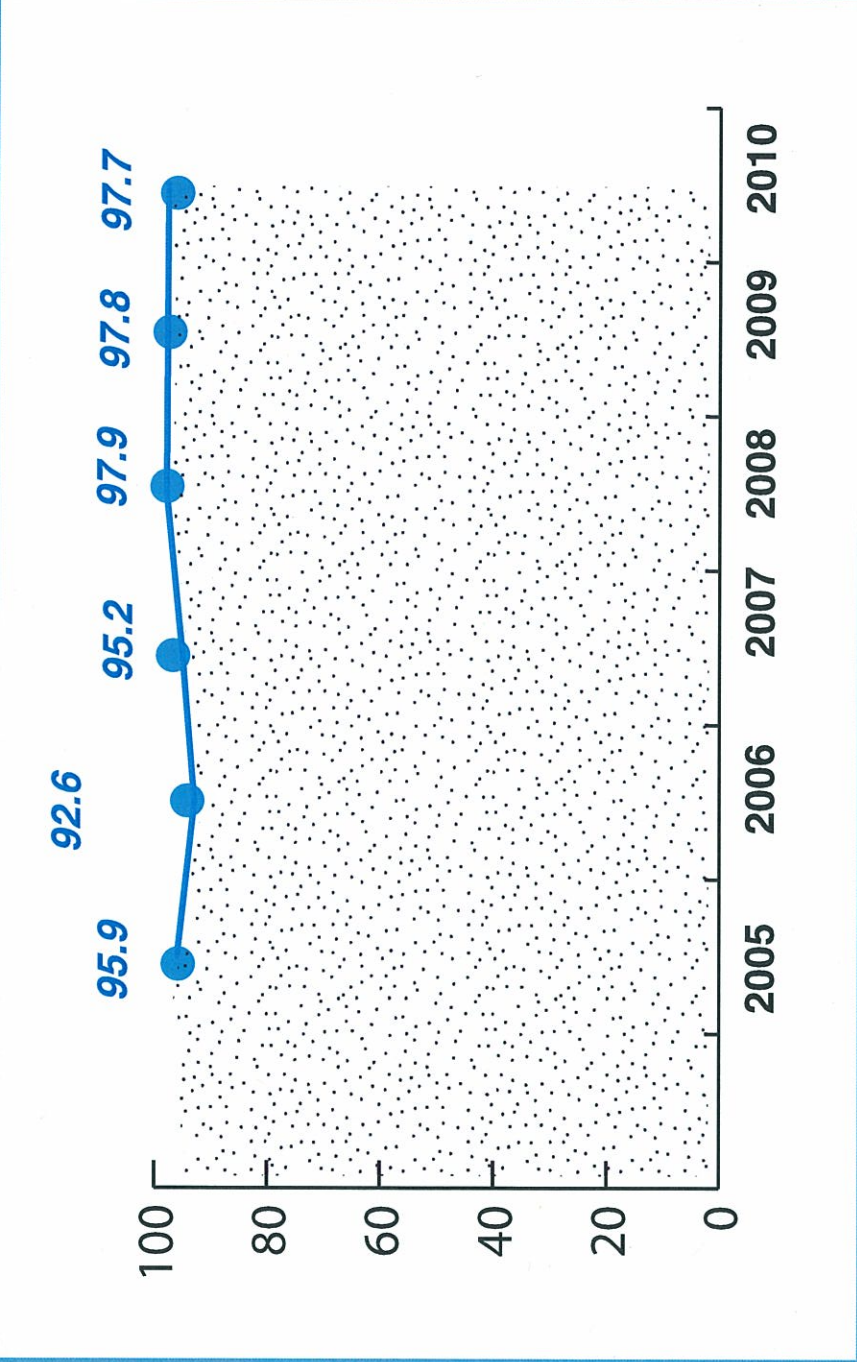
Sources: IDEA Part B Annual Performance Report Compliance Data and Results Data, including EDFacts (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

IDEA Part B State Determinations: 2007-14



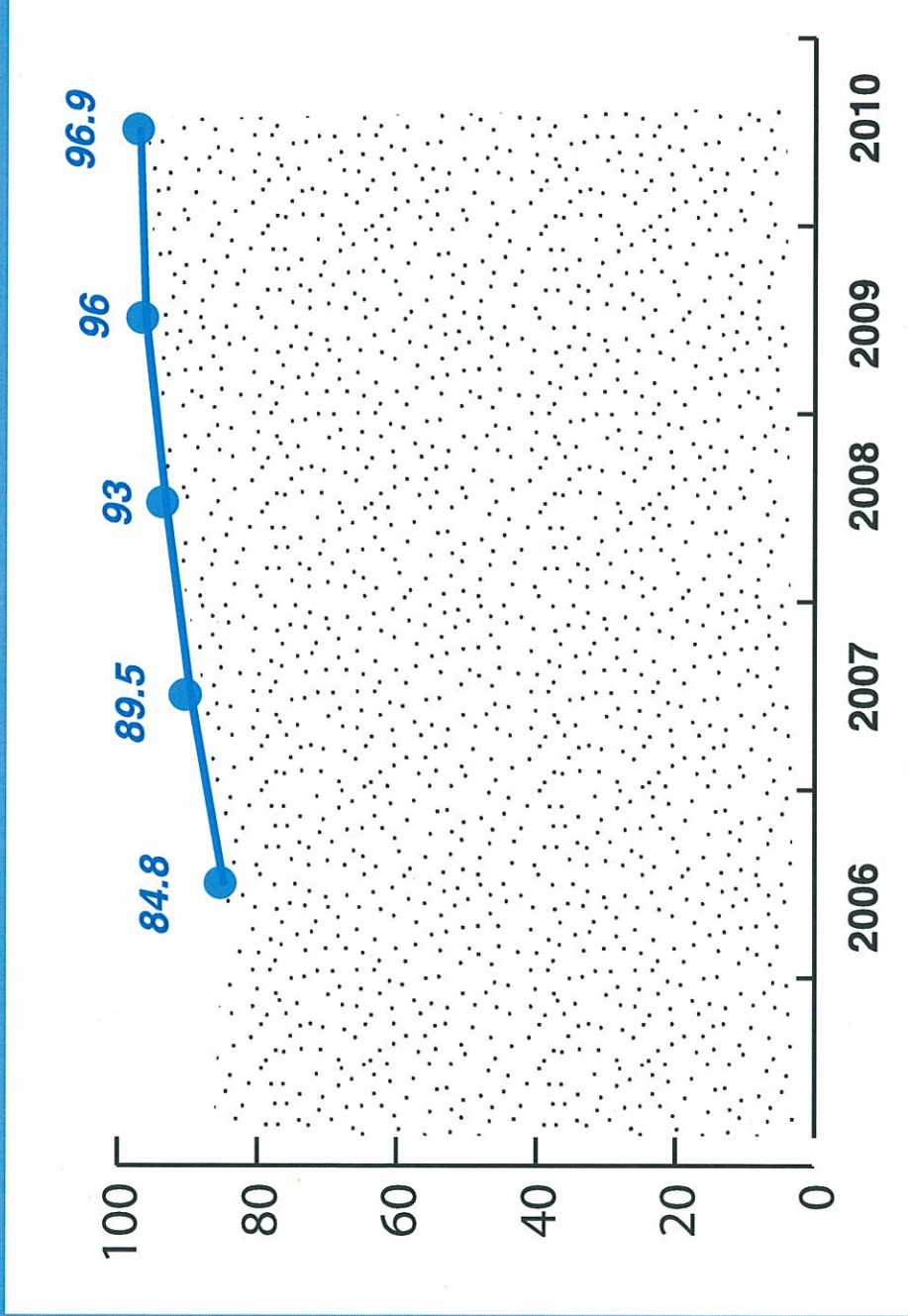
Sources: 2007-13—IDEA Part B Annual Performance Report Compliance Data; 2014—IDEA Part B Annual Performance Report Compliance Data and Results Data, which includes ED Facts (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

Percentage of Accurate IDEA State Reported Data: FY 2005-10



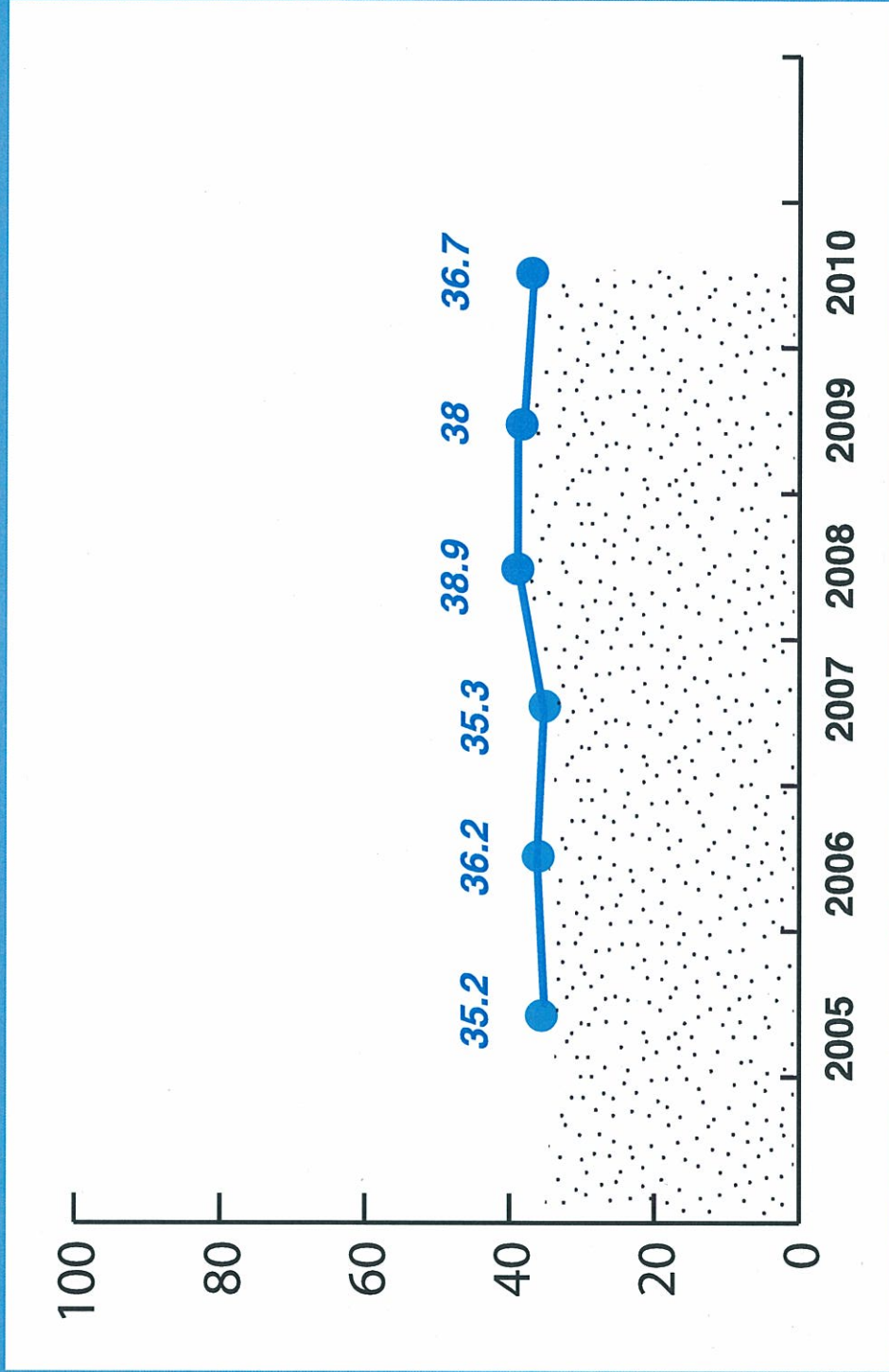
Source: IDEA Part B Annual Performance Reports

Percentage of Initial Evaluations of Students With Disabilities Completed Within Required Timelines Nationally: FY 2006-10



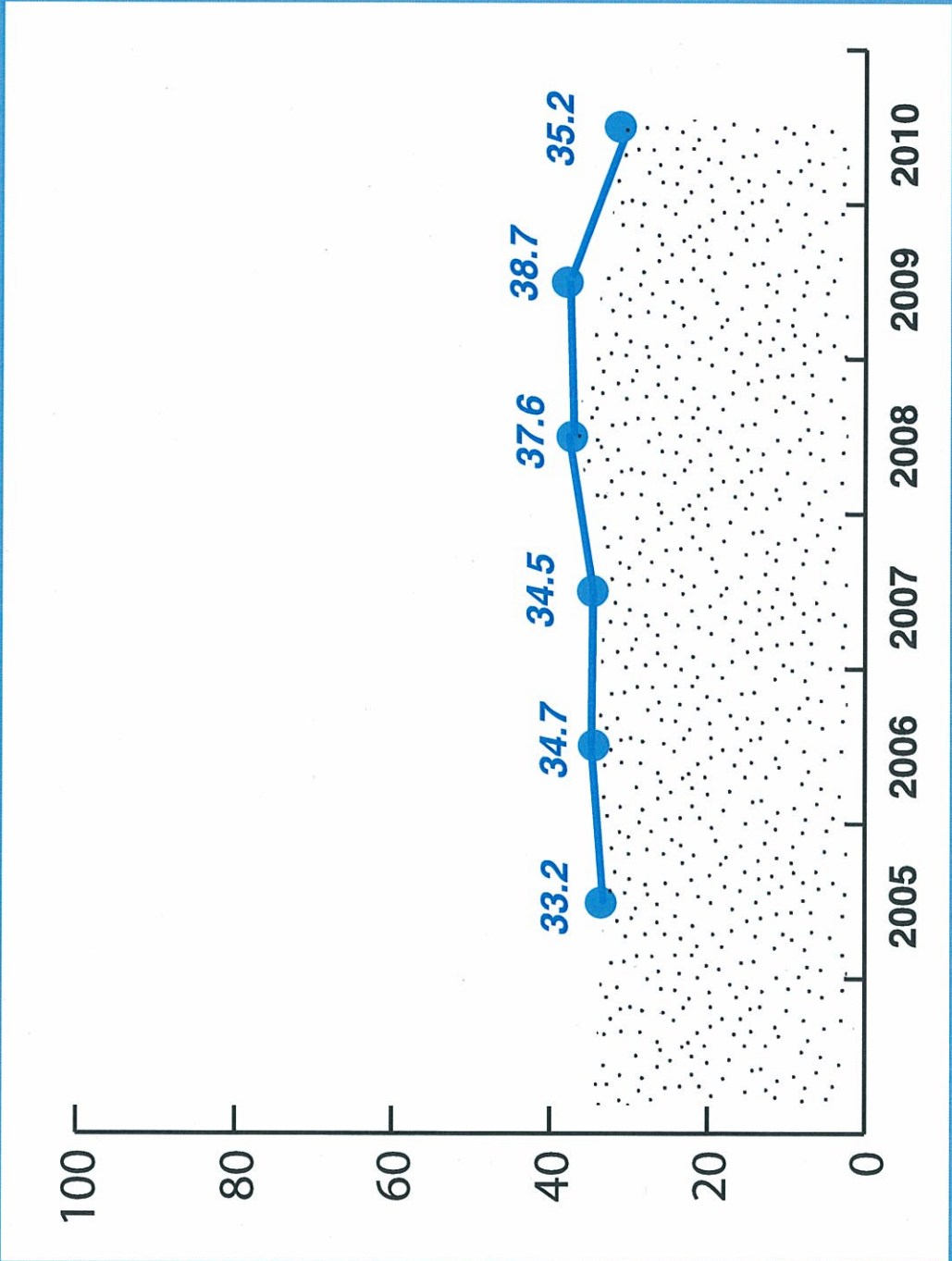
Source: IDEA Part B Annual Performance Reports

National Average Reading Proficiency for Students With Disabilities: FY 2005-10



Source: IDEA Part B Annual Performance Reports

National Average Math Proficiency for Students With Disabilities: FY 2005-10



Source: IDEA Part B Annual Performance Reports

Display Data - Arkansas
Publication Year 2014

Identification of Children with Disabilities

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	431,343		44,960,222	
Children with disabilities (IDEA)	51,909	12.0	5,823,844	13.0

Explanatory Note: The number of total students enrolled in public schools in the state and nation as of October 1, 2011 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2012). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2012 Child Count and the SY 2011-12 Common Core of Data (CCD). National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and the national CCD data represent the US and Outlying Areas.

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2010-11	State (%) SY 2011-12	State (%) SY 2012-13	Nation (%) SY 2012-13
3 through 5	10.8	11.0	10.6	6.1
6 through 21	8.1	8.0	8.1	8.6

Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. Data reported for IDEA 2012 Child Count and Census. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national Census data represent the 50 states and DC (including BIE).

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.75	0.99
Deaf-blindness	0.00	0.00
Emotional disturbance	0.17	0.80
Hearing impairment	0.10	0.15
Intellectual disability	1.27	0.94
Multiple disabilities	0.31	0.28
Orthopedic impairment	0.04	0.12
Other health impairment	2.16	1.71
Specific learning disabilities	4.20	5.20
Speech or language impairment	2.94	2.36
Traumatic brain injury	0.03	0.06
Visual impairment	0.04	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children with developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2012) for ages 6 through 21 (excluding children with developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2011 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. Data reported for IDEA 2012 Child Count and 2011-12 CCD. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national CCD data represent US and Outlying Areas.

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100.0	100.0	100.0	100.0
Autism	2.0	7.8	6.2	7.8
Deaf-blindness	0.0	0.0	0.0	0.0
Developmental delay*	60.1	37.2		
Emotional disturbance	0.0	0.4	1.4	6.3
Hearing impairment	0.3	1.3	0.9	1.2
Intellectual disability	1.0	2.0	10.5	7.4
Multiple disabilities	0.7	1.1	2.6	2.2
Orthopedic impairment	0.1	0.9	0.4	0.9
Other health impairment	0.9	2.9	18.0	13.5
Specific learning disabilities	0.6	1.2	34.9	41.0
Speech or language impairment	34.0	44.7	24.4	18.6
Traumatic brain injury	0.1	0.1	0.3	0.4
Visual impairment	0.2	0.4	0.4	0.5
*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.				
Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children with developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. Data reported for IDEA 2012 Child Count. National data represent the US, Outlying Areas, and Freely Associated States.				

Graduation Rates

FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE

	SY 2011-12 CWDs (IDEA) (%)	SY 2011-12 All Students (%)
Graduation Rate	79%	84%
Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes.		

Educational Environment

EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	30.0	42.4	28.8	26.4
Autism	27.4	32.1	23.9	48.7
Deaf-blindness	0.0	31.3	66.7	50.9
Developmental delay	16.5	42.8	45.6	35.7
Emotional disturbance	50.0	47.7	50.0	22.8
Hearing impairment	39.0	35.6	12.2	42.5
Intellectual disability	40.2	31.2	3.0	45.6
Multiple disabilities	15.7	23.8	43.8	50.7
Orthopedic impairment	62.5	42.7	18.8	35.3
Other health impairment	43.6	44.8	17.3	29.0
Specific learning disabilities	94.8	51.5	0.0	11.8
Speech or language impairment	52.4	44.7	0.7	12.8
Traumatic brain injury	33.3	38.3	44.4	35.5
Visual impairment	20.0	44.7	75.0	32.6

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. Data reported for IDEA 2012 Educational Environment. National data represent the US, Outlying Areas, and Freely Associated States.

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21

Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	52.9	61.5	30.5	19.5	13.2	13.7	1.9	3.3
Autism	33.4	39.5	24.1	18.1	39.1	33.2	2.1	8.1
Deaf-blindness	0.0	21.5	28.6	11.5	28.6	34.0	42.9	27.8
Emotional disturbance	33.5	44.1	29.1	17.8	18.1	20.3	12.8	14.7
Hearing impairment	44.3	57.8	27.8	16.4	10.7	12.6	16.5	11.6
Intellectual disability	11.2	17.1	40.0	26.6	44.9	48.7	2.9	6.6
Multiple disabilities	5.2	13.1	17.5	16.2	61.8	46.2	10.1	20.7
Orthopedic impairment	47.4	54.8	28.9	16.2	19.6	21.6	1.5	4.7
Other health impairment	43.8	64.0	41.6	22.2	10.4	9.7	2.8	1.9
Specific learning disabilities	53.7	67.2	41.1	24.6	3.9	6.3	0.5	0.6
Speech or language impairment	88.4	86.6	6.6	5.5	2.7	4.3	0.3	0.3
Traumatic brain injury	24.2	49.0	31.5	22.3	33.6	20.1	6.7	5.8
Visual impairment	37.6	64.7	19.6	13.0	10.1	11.0	31.7	9.3

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facilities. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. Data reported for IDEA 2012 Educational Environment. National data represent the US, Outlying Areas, and Freely Associated States.

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	86	12	2
8th grade reading/language arts	83	14	3
High school reading/language arts	72	23	5
4th grade mathematics	86	12	2
8th grade mathematics	83	14	3
High school mathematics	52	44	5

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments for reading and mathematics for 4th grade, 8th grade, and high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments (excluding those with a significant medical emergency who did not take the assessment). Due to differences in the calculations used for the “children with disabilities (IDEA)” subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2012-13 Assessment, accessed from ED Facts on April 16, 2014. Participation data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject area, grade, and assessment type: BIE, CA, DC, ID, IL, MA, NM, OK, RI, WV, and WY.

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	38	72	85
8th grade reading/language arts	21	64	78
High school reading/language arts	12	84	70
4th grade mathematics	44	81	82
8th grade mathematics	15	59	66
High school mathematics	41	93	75

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on the general assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of children with disabilities (IDEA) in the state who scored at or above proficient (as determined by each state) on the alternate assessment. Due to differences in the calculations used for the “all students” and “children with disabilities (IDEA)” subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2012-13 Assessment, accessed from ED Facts on April 16, 2014. Achievement data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject area, grade, and assessment type: BIE, CA, IL, MA, OK, and WY.

PERFORMANCE ON 2013 NAEP ASSESSMENTS

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non-CWD)
4th grade reading/language arts	23	71	8	34
8th grade reading/language arts	20	78	3	33
High school reading/language arts				
4th grade mathematics	53	87	17	42
8th grade mathematics	22	74	4	30
High school mathematics				

Explanatory Note: The percentage of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)). Most states' proficiency standards are at or below NAEP's definition of the Basic performance level. See "Mapping State Proficiency Standards onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009" for more information.

EXCLUSION RATES FOR 2013 NAEP ASSESSMENTS

Grade and Subject Assessed	Exclusion Rate State (%)	Exclusion Rate Nation (%)
4th grade reading/language arts	7	16
8th grade reading/language arts	14	15
High school reading/language arts		
4th grade mathematics	8	9
8th grade mathematics	14	10
High school mathematics		

Explanatory Note: The percentage of students identified as having a disability who were excluded from the NAEP assessment. National exclusion rates were based on figures available under "National (public)."

Race/Ethnicity

PERCENT OF STATE CHILDREN WITH DISABILITIES (IDEA) BY RACE/ETHNICITY, AGES 6 THROUGH 21

Disability Category	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	9.9	21.1	64.8	1.5	0.7	0.5	1.6	100.0
All disabilities	8.1	24.3	64.0	0.7	0.8	0.3	1.8	100.0
Autism	6.7	13.7	74.2	1.9	0.7	0.3	2.4	100.0
Deaf-blindness	14.3	28.6	57.1	0.0	0.0	0.0	0.0	100.0
Emotional disturbance	5.2	15.6	74.7	0.5	1.5	0.0	2.5	100.0
Hearing impairment	15.1	17.4	61.2	2.2	0.2	2.4	1.3	100.0
Intellectual disability	8.1	37.2	52.1	0.4	0.5	0.6	1.1	100.0
Multiple disabilities	7.6	24.0	65.4	1.0	0.5	0.1	1.3	100.0
Orthopedic impairment	7.2	17.0	72.2	1.0	0.5	0.0	2.1	100.0
Other health impairment	3.9	22.8	70.2	0.2	0.8	0.1	1.8	100.0
Specific learning disabilities	9.0	25.5	62.3	0.4	0.9	0.3	1.5	100.0
Speech or language impairment	10.1	21.7	63.6	1.2	0.7	0.3	2.4	100.0
Traumatic brain injury	7.4	27.5	59.7	0.0	2.0	0.0	3.4	100.0
Visual impairment	6.3	28.0	60.8	2.6	0.0	1.1	1.1	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2012) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2011 (or the closest day to October 1). Data reported for IDEA 2012 Child Count and 2011-12 CCD.

PERCENT OF STATE CWDS (IDEA) BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY, AGES 6 THROUGH 21

Educational Environment	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
≥ 80% of day spent inside regular classroom	56.0	44.6	55.4	54.9	58.9	44.3	60.1	100.0
40 to 79% of day spent inside regular classroom	27.6	35.8	29.2	19.5	28.5	28.7	25.3	100.0
< 40% of day spent inside regular classroom	14.6	15.8	12.0	19.2	10.4	24.0	11.9	100.0
Separate school; Residential facility	0.9	2.3	2.0	2.2	0.2	0.6	1.5	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2012) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category. Data reported for IDEA 2012 Child Count.

TOTAL DISCIPLINARY REMOVALS OF CWD (IDEA) IN STATE BY RACE/ETHNICITY, AGES 3 THROUGH 21

Student Group	Hispanic/Latino	Black or African American	White	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	All Race/Ethnicities
Number of Disciplinary Removals per Child with a Disability	0.3	0.6	0.2	0.2	0.6	0.1	0.4	0.3

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2011). Data reported for IDEA 2011-12 Discipline and 2011 Child Count.

Parental Involvement

INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2012 APR, 2014)

	State (%)
Percent of parent 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.	95.0
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Preschool Outcomes

INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2012 APR, 2014)

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	90.2
Acquisition and use of knowledge and skills	90.8
Use of appropriate behaviors to meet their needs	91.4
Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	64.6
Acquisition and use of knowledge and skills	55.9
Use of appropriate behaviors to meet their needs	74.1
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Post School Outcomes

INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2012 APR, 2014)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	18.4
Enrolled in higher education or competitively employed within one year of leaving high school	43.9
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	58.1
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

Data Display: ARKANSAS

Publication Year 2014

x Data have been suppressed to protect small cell counts.

<=3 Data in the cell are less than or equal to three.

- Data not available.

* Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the accompanying data notes document.

Note: Sum of percentages may not equal 100 percent because of rounding.

References: Additional state-level data on children with disabilities (IDEA) can be found at:<http://www.ideadata.org>,
<http://www.data.gov>, <http://www.eddataexpress.ed.gov>, <https://nces.ed.gov/ccd/elsi/>,
<http://nces.ed.gov/nationsreportcard/naepdata/>, and <http://factfinder2.census.gov>. Information on U.S. Department of Education Special Education funding can be found at: <http://www2.ed.gov/fund/grant/apply/osep/2012apps.html>.

Arkansas
FFY 2012 Part B
SPP/APR Response Table

Arkansas Part B FFY 2012 SPP/APR Response Table

Part B SPP/APR Indicators

1.	Percent of youth with IEPs graduating from high school with a regular diploma. [Results Indicator]
2.	Percent of youth with IEPs dropping out of high school. [Results Indicator]
3.	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. [Results Indicator] B. Participation rate for children with IEPs on statewide assessments. [Results Indicator] C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. [Results Indicator]
4.	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; [Results Indicator] 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. [Compliance Indicator]
5.	Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Results Indicator]
6.	Percent of children aged 3 through 5 with IEPs 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. [Results Indicator]
7.	Percent of preschool children age 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. [Results Indicator]
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. [Results Indicator]
9.	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. [Compliance Indicator]

10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]
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. [Compliance Indicator]
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. [Compliance Indicator]
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [Compliance Indicator]
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: <ul style="list-style-type: none"> 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. [Results Indicator]
15. 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. [Compliance Indicator]
18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. [Results Indicator]
19. Percent of mediations held that resulted in mediation agreements. [Results Indicator]
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]

**Timeliness of State Complaint and Due Process Hearing Decisions
(Collected as Part of IDEA Section 618 Data rather than through an SPP/APR Indicator)**

Timely Resolution of State Complaints: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

Timely Adjudication of Due Process Hearing Requests: Percent of adjudicated due process hearing requests that were adjudicated within the timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

Arkansas Part B FFY 2012 SPP/APR Results Data Summary

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET
1. Graduation	75.31%	79.15%	≥ 85 % ¹
2. Drop Out	2.92%	2.62%	≤ 4.20% ²
3. A. Percent of Districts Meeting AMO for Disability Subgroup	19.38%	34.25%	≥ 17.15%
B. Statewide Assessment Participation Rate – Reading	98.81%	97.81%	≥ 95%
B. Statewide Assessment Participation Rate – Math	98.61%	97.69%	≥ 95%
C. Proficiency Rate-Reading	36.06%	33.23%	≥ 45.22%
C. Proficiency Rate-Math	45.42%	42.09%	≥ 51.44%
4. A. Percent of Districts with Significant Discrepancy in Suspension/Expulsion	10.26%	3.69%	≤ 6.23%
5. Educational Environment for Children with IEPs 6-21			
A. In Regular Education 80% or More of Day	53.26%	52.88%	≥ 59.77%
B. In Regular Education Less than 40% of Day	12.52%	13.18%	≤ 12.51%
C. In Separate Schools, Residential Facilities, or Homebound/Hospitals	2.7%	2.57%	≤ 2.56%
6. Percent of children aged 3 through 5 with IEPs attending:			
A. Regular early childhood program and receiving majority of special education and related services in regular early childhood program;	31%	30.03%	≥ 31.50 %
B. Separate special education class, separate school or residential facility.	27.63%	28.82%	≤ 27.13%
7. Preschool Outcomes	See Attached Table	See Attached Table	See Attached Table
8. Parents Reporting Schools Facilitated Parent Involvement-Early Childhood	92.71%	92.57%	≥ 88%
8. Parents Reporting Schools Facilitated Parent Involvement-Early School Age	95.18%	95%	≥ 96%
14. Percent of Youth No Longer in School, within One Year of Leaving High School:			
A. Enrolled in Higher Education	15.88%	18.42%	≥ 13.15%
B. Enrolled in Higher Education or Competitively Employed	42.95%	43.88%	≥ 49.15%
C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment	55.92%	58.13%	≥ 60.15%
18. Hearing Requests Resolved through Resolution Session Agreements	78.95%	80%	≥ 55%
19. Mediations Held that Resulted in Mediation Agreements	72.72%	83.33%	≥ 75%

¹ As used in this table, the symbol “≥” means that, to meet the target, the State’s data must be greater than or equal to the established target.

² As used in this table, the symbol “≤” means that, to meet the target, the State’s data must be less than or equal to the established target.

7. Percent of Preschool Children Aged 3 through 5 with IEPs Who Demonstrate Improved Outcomes

Summary Statement 1 ³	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target
Outcome A: Positive social-emotional skills (including social relationships) (%)	89.20%	90.17%	≥ 90.50%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication) (%)	89.81%	90.80%	≥ 90.50%
Outcome C: Use of appropriate behaviors to meet their needs (%)	91.00%	91.40%	≥ 92.50%
Summary Statement 2 ⁴	FFY 2011 Data	FFY 2012 Data	FFY 2012 Target
Outcome A: Positive social-emotional skills (including social relationships) (%)	68.25%	64.56%	≥ 69.50%
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication) (%)	57.68%	55.87%	≥ 60.50%
Outcome C: Use of appropriate behaviors to meet their needs (%)	78.03%	74.09%	≥ 78.50%

³ **Summary Statement 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.

⁴ **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.

Arkansas FFY 2012 Results Data Summary Notes

<p>INDICATOR 3A: The State is reporting Annual Measurable Objectives (AMOs) data used for accountability reporting under Title I of the Elementary and Secondary Education Act (ESEA) as a result of ESEA.</p>
<p>INDICATOR 3B: The State provided a Web link to 2012 publicly-reported assessment results.</p>
<p>INDICATOR 3C: The State provided a Web link to 2012 publicly-reported assessment results.</p>
<p>INDICATOR 4A: The State reported its definition of “significant discrepancy.” The State reported that ten districts were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. The State reported that it does not use a minimum “n” size requirement. The State reported that it reviewed the districts’ policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies in FFY 2011. The State did not identify noncompliance through this review.</p>
<p>INDICATOR 7: Although the State’s FFY 2012 data in Summary Statement 2 for this Indicator represent slippage from the FFY 2011 data and the State did not meet its FFY 2012 target for this indicator, the State did not, as required, provide an explanation of slippage. REQUIRED ACTIONS The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.</p>
<p>INDICATOR 8: The State reported that the data for this indicator were collected from a response group that was not representative of the population. OSEP notes that the State included strategies or improvement activities to address this issue in the future. REQUIRED ACTIONS In the FFY 2013 APR, the State must report whether its FFY 2013 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.</p>

Arkansas Part B FFY 2012 SPP/APR Compliance Summary

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET	CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2011
4B. Significant disproportionality in suspension/expulsion by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
9. Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
10. Disproportionate representation by disability of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0%	0%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2011.
11. Timely Initial Evaluation	99.42%	99.60%	100%	The State reported that all 31 of its findings noncompliance identified in FFY 2011 were corrected in a timely manner.
12. Early Childhood Transition	99.53%	99.15%	100%	The State reported that the one finding of noncompliance identified in FFY 2011 was corrected in a timely manner.
13. Secondary Transition	96.51%	89.07%	100%	The State reported that all 11 of its findings noncompliance identified in FFY 2011 were corrected in a timely manner.
15. Timely Correction	100%	100%	100%	The State reported that all 149 of its findings noncompliance identified in FFY 2011 were corrected in a timely manner.

INDICATOR	FFY 2011 DATA	FFY 2012 DATA	FFY 2012 TARGET	CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2011
20. Timely and Accurate Data	100%	97.78%	100%	

Arkansas Part B FFY 2012 State Complaint and Hearing Data from IDEA Section 618 Data Reports

REQUIREMENT	FFY 2011 DATA	FFY 2012 DATA
Timely resolution of complaints	100%	100%
Timely adjudication of due process hearing requests	100% (based on one due process hearing)	100% (based on two due process hearings)

Arkansas FFY 2012 Compliance Data Summary Notes

INDICATOR 4B: The State provided its definition of “significant discrepancy.”

The State reported that 11 districts were identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. The State reported that it reviewed the districts’ policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies in FFY 2010. The State did not identify any noncompliance through this review.

The State reported that 15 districts were excluded for identification because the child count did not exceed 40 students, and ten districts were excluded for a particular race/ethnicity because the child count did not exceed 10 students in a particular race/ethnicity.

INDICATOR 9: The State reported that no districts were identified with disproportionate representation of racial and ethnic groups in special education and related services. The State also reported that no districts were identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

The State provided its definition of “disproportionate representation.”

The State reported that 16 of 256 districts did not meet the State-established minimum “n” size requirement of 40 children with disabilities enrolled, and were excluded from the calculation.

INDICATOR 10: The State reported that ten districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories. The State also reported that no districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

The State provided its definition of “disproportionate representation.”

The State reported that 16 of 255 districts did not meet the State-established minimum “n” size requirement of 40 children with disabilities enrolled, and were excluded from the calculation.

INDICATOR 11:

REQUIRED ACTIONS

Because the State reported less than 100% compliance for FFY 2012, the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2013 APR, that it has verified that each LEA with noncompliance identified in FFY 2012 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 09-02.⁵ In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 12:

REQUIRED ACTIONS

Because the State reported less than 100% compliance for FFY 2012, the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2013 APR, that it has verified that each LEA with noncompliance identified in FFY 2012 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 2013 APR, the State must describe the specific actions that were taken to verify the correction.

⁵ 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.

INDICATOR 13:

REQUIRED ACTIONS

Because the State reported less than 100% compliance for FFY 2012, the State must report on the status of correction of noncompliance identified in FFY 2012 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2013 APR, that it has verified that each LEA with noncompliance identified in FFY 2012 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 2013 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 15:

REQUIRED ACTIONS

In responding to Indicators 11, 12, and 13 in the FFY 2013 SPP/APR, the State must report on correction of the noncompliance described in this table under those indicators.

