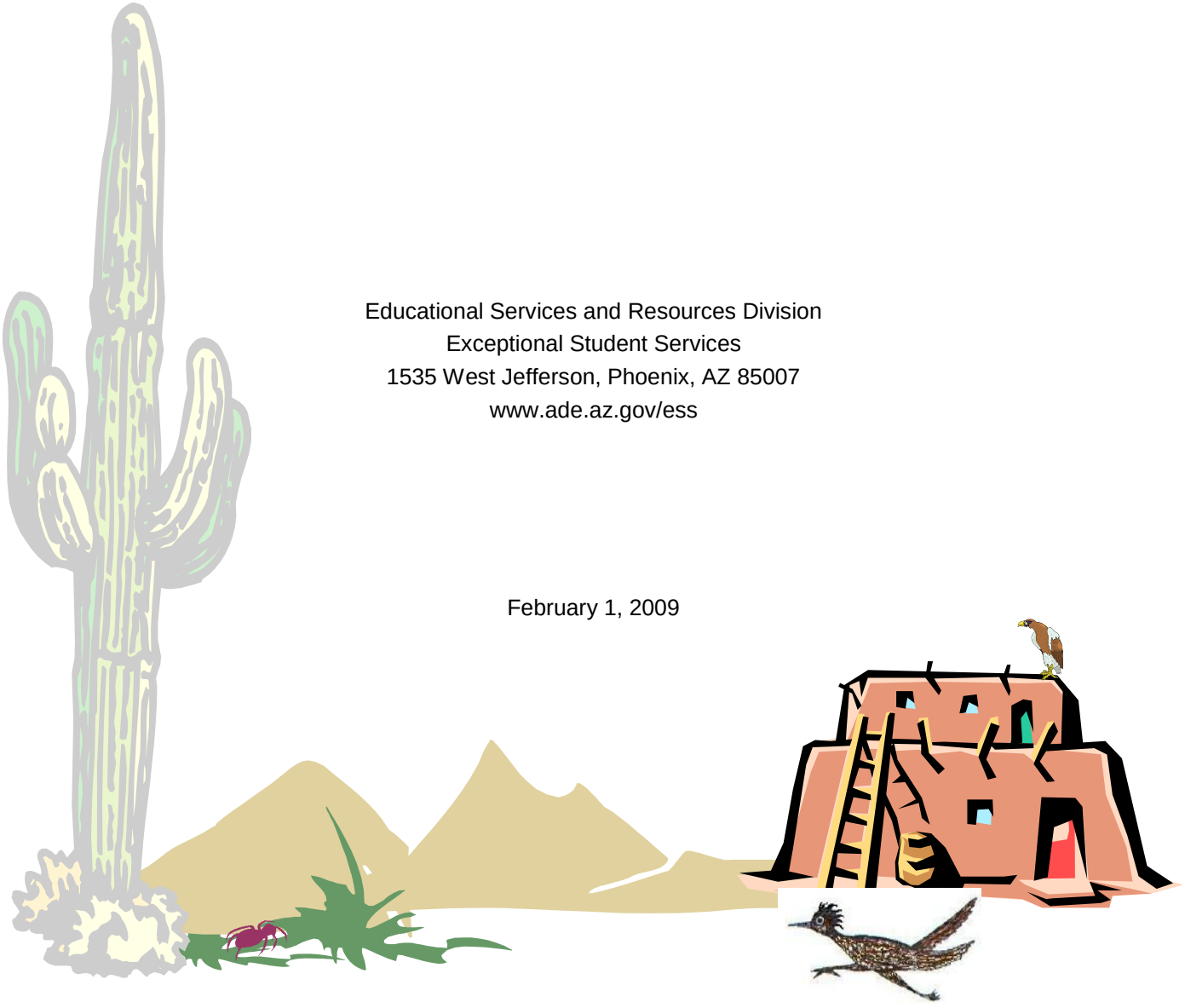
Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona
FFY 2005–2010 State Performance Plan for Special Education
FFY 2007 Revision

Educational Services and Resources Division
Exceptional Student Services
1535 West Jefferson, Phoenix, AZ 85007
www.ade.az.gov/ess

February 1, 2009



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FFY 2005–2010 State Performance Plan
For Special Education
FFY 2007 Revision

Submitted To The
Office Of Special Education Programs
U.S. Department Of Education

Educational Services and Resources Division
Exceptional Student Services
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Summary of FFY 2006 Revisions by Indicator

Arizona made numerous revisions to the State Performance Plan (SPP) originally submitted in December 2005. A summary of the changes is as follows:

Indicator 1: Graduation Rate

Changes made in the SPP submitted on February 1, 2006 related to the baseline were reversed and the original baseline was reestablished.

Indicator 2: Dropout Rate

Two improvement activities were deleted.

Indicator 3: Participation and Performance on Assessments

One improvement activity related to math achievement was added.

Indicator 4: Suspension and Expulsion

The language of improvement activity 6 was revised.

Indicator 5: School-Aged Placement

There were no revisions.

Indicator 6: Preschool Placements

This indicator was placed on hold by the USDOE for FFY 2006.

Indicator 7: Preschool Outcomes

Substantial changes were made as State procedures yielded progress data for the first time.

Indicator 8: Parent Involvement

One improvement activity related to parent training and counseling was added.

Indicators 9 and 10: Racial / Ethnic / Disability Disproportionality

Substantial changes were made to the method of determining the agencies with disproportionate representation. Baseline data for both indicators were recalculated. Some additions and deletions were made to the improvement activities.

Indicator 11: Evaluation Timelines

There were no revisions.

Indicator 12: Preschool Transition

One deletion and one addition were made in the improvement activities.

Indicator 13: High School Transition

One improvement activity was added.

Indicator 14: High School Outcomes

Substantial changes were made as State procedures yielded outcome data for the first time.

Indicator 15: Effective Corrective Actions

Two improvement activities related to MPRRC were added.

Indicator 16: Compliant Investigation Timelines

One improvement activity was added.

Indicator 17: Due Process Hearing Timelines

There were no revisions.

Indicator 18: Resolution Session Effectiveness

There were no revisions.

Indicator 19: Mediation Effectiveness

There were no revisions.

Indicator 20: Reporting Accuracy and Timeliness

Data reporting errors from FFY 2005 were corrected. One improvement activity was added.

Summary of FFY 2007 Revisions by Indicator

Indicator 1: Graduation Rate

One new improvement activity was added.

Indicator 2: Dropout Rate

One improvement activity was discontinued and one new improvement activity was added.

Indicator 3: Participation and Performance on Assessments

Two improvement activities were discontinued and six new improvement activities were added.

Indicator 4: Suspension and Expulsion

The definition of significant discrepancy was revised. Three improvement activities were discontinued and three new improvement activities were added.

Indicator 5: School-Aged Placement

Two new improvement activities were added.

Indicator 6: Preschool Placements

This indicator was placed on hold by the USDOE for FFY 2007.

Indicator 7: Preschool Outcomes

One improvement activity was discontinued and three new improvement activities added.

Indicator 8: Parent Involvement

One improvement activity was discontinued and three new improvement activities added.

Indicators 9 and 10: Racial / Ethnic / Disability Disproportionality

The definition of disproportionate representation was revised. One improvement activity was discontinued and one new improvement activity added.

Indicator 11: Evaluation Timelines

Two new improvement activities were added.

Indicator 12: Preschool Transition

Arizona instituted procedures to correct noncompliance that goes beyond the one-year timeline. Three new improvement activities were added.

Indicator 13: High School Transition

Two new improvement activities were added.

Indicator 14: High School Outcomes

Two new improvement activities were added.

Indicator 15: Effective Corrective Actions

Descriptions of the Dispute Resolution System and of Incentives, Sanctions, and Enforcement were modified. Three improvement activities were discontinued and two new improvement activities were added.

Indicator 16: Compliant Investigation Timelines

One new improvement activity was added.

Indicator 17: Due Process Hearing Timelines

One new improvement activity was added.

Indicator 18: Resolution Session Effectiveness

One new improvement activity was added.

Indicator 19: Mediation Effectiveness

Two new improvement activities were added.

Indicator 20: Reporting Accuracy and Timeliness

Two new improvement activities were added.

The Arizona Part B State Performance Plan
for Special Education
FFY 2006 Revision

Introduction

The Individuals with Disabilities Education Act (IDEA) of 2004 established a requirement that all States develop and submit to the U.S. Department of Education, Office of Special Education Programs (OSEP) a performance plan designed to advance the State from its current level of compliance with the statutory and regulatory requirements of the law and to improve the educational and functional outcomes for children with disabilities. The State plan must encompass baseline data, projected targets, and activities to achieve those targets. The State is required to submit an annual report in the years following the submission of the performance plan to inform OSEP and the public on the progress toward meeting those goals. This document fulfils the first step of that process—the State Performance Plan (SPP).

FFY 2005 Update to the State Performance Plan

When the State Performance Plan (SPP) was originally submitted to the OSEP, there were several indicators that were considered to be new indicators—thus not requiring baseline data, targets, and improvement plans from the States. The expectation was that a State would develop strategies for data collection and incorporate the new information into a revised State Performance Plan. FFY 2005 saw the first such revision for Arizona.

FFY 2006 Update to the State Performance Plan

Arizona has revised the State Performance Plan in response to the U.S. Department of Education, Office of Special Education Programs feedback following the submission of the FFY 2005 SPP/APR. In addition, baseline and progress information became available following the 2006-2007 school year for reporting on high school and preschool outcomes.

In addition, in submitting revised plans, States are offered the opportunity to revise baselines, targets, and improvement plans when subsequent years of information indicate that the original information was inaccurate or misleading. Several of Arizona's indicators meet this requirement. The revised SPP reports the new baselines with justifications and amended targets. Public input for the revisions was solicited in the same manner as for the original submission.

FFY 2007 Update to the State Performance Plan

Arizona revised the State Performance Plan in conjunction with the submission of the FFY 2007 Annual Performance Report (APR) due February 2, 2009. Targets, improvement activities, timelines, and resources were reviewed with stakeholder involvement. Some improvement activities were discontinued, with justification, and new improvement activities submitted with the FFY 2007 APR.

The definition of significant discrepancy for suspensions/expulsions was revised, as was the definition of disproportionate representation as it pertains to Indicators 9 and 10. In addition, the State revised its procedures for ensuring that policies, procedures, and practices are consistent with 34 CFR §300.646(b) for disproportionality. Procedures for the correction of noncompliance beyond the one-year timeline were established for preschool transition.

The description of the Dispute Resolution System pertaining to resolutions and due process was modified regarding mutually agreeable resolutions and a one-tiered due process system. Also modified was the description of the type of letters sent to PEAs when noncompliance is identified in a State administrative complaint (under the section titled Incentives, Sanctions, and Enforcement).

Overview of the State Performance Plan (SPP) Development

The Arizona State Performance Plan was drafted internally by staff within the Arizona Department of Education, Exceptional Student Services (ADE/ESS) and presented to the Special Education Advisory Panel (SEAP) for consideration and input. The specific tasks requested of the SEAP by the ADE/ESS were:

- To consider baseline and trend data for each indicator when such information was available;
- To assist in determining appropriate targets for each indicator in which a target was required for the SPP;
- To review the planned activities, timelines, and resources and provide input into the likely efficacy of the strategies proposed;
- To suggest additional approaches for the ADE/ESS to consider including in the planned activities.

Stakeholder Involvement

In addition to the formal input process undertaken with the SEAP, ADE/ESS discussed and sought input to the SPP process, indicators, and activities at regional meetings of special education administrators, statewide conferences, and in ADE/ESS publications. Special focus groups provided input on some unique indicators related to their areas of interest, and their participation is noted in this report as part of the specific indicator(s). Mountain Plains Regional Resource Center (MPRRC) assisted the agency in the development of appropriate baselines, targets, and improvement planning.

Following the submission of the State Performance Plan to the U.S. Department of Education, ADE/ESS will post the final version on the agency Web site and will alert constituency groups of its availability via existing electronic mailing lists. Hard copies will be provided to all SEAP members and any individual making a request for one. Hard copies also will be made available for public review at each of the ADE/ESS offices—Phoenix, Tucson, and Flagstaff. Public notice about the availability of the SPP will be made in the ADE/ESS newsletter and in a press release to major Arizona newspapers.

Arizona maintains accountability systems for all public education agencies in the State including state-supported institutions, charter schools, school districts, and secure care facilities. Therefore, throughout this document, the term public education agency (PEA) will be used to reflect all of these iterations of educational institutions.

Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation Rate

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth.

Overview of Issue / Description of System or Process:

Arizona traditionally used a stand-alone process to determine the graduation rate of students enrolled in high school. The study used a five-year cohort model to identify graduation status. The five-year rate was expressed as a percentage of the class membership and reflected the proportion of the cohort class of a given year that received a high school diploma by their fifth year spring commencement. This proportion was calculated using the total number of students who graduated within four years, as well as those who returned for a fifth year and graduated.

The stand-alone study captured separate rates by ethnic groups and gender but did not capture any other subgroup rates. The requirements of No Child Left Behind (NCLB) and the IDEA could not be met using the study; therefore, the ADE elected to transition the graduation study to a system that uses data extracted from the Student Accountability Information System (SAIS). As the State elected to continue the cohort approach to the graduation rate, the SAIS had to be in full operation for the term of the cohort group before an initial graduation rate using the preferred data could be extracted. This timeline for collecting graduation rates could be met with the graduating class of 2006.

Beginning with the FFY 2005 State Performance Report, Arizona is able to report comparable graduation statistics for students with and without disabilities using a statewide procedure. The new method gives a more accurate picture of the status of special education students. The original baseline will be maintained and the new methodology of calculation will be used beginning in FFY 2005.

Baseline Data for FFY 2004 (2004–2005):

	2004 Graduates
Graduation Rate of All Students	68.5% [N = 55,798 / 81,475]
Graduation Rate of Students with Disabilities	60.2% [N = 4,592 / 7,634]

Discussion of Baseline Data:

FFY 2005 is the first year that the ADE can compare the graduation rates of students with and without disabilities. However, the graduation rate of students with disabilities as reflected in the OSEP §618 data tables has been relatively stable over the last five years and is quite close to the rate calculated for students with disabilities using SAIS data.

Arizona offers only one graduation/diploma option and that option is available to all students. Beginning in January 2006, a requirement to "pass" the statewide assessment—known as Arizona's Instrument to Measure Standards or AIMS—went into effect. During the 2005 session of the Arizona legislature, advocates successfully lobbied for a statutory change that allows students with disabilities to graduate without passing the AIMS unless their IEP teams have determined they must pass. A second bill was enacted that establishes a system whereby all students can improve their AIMS status by attaining good grades and completing appropriate high school courses. Therefore, beginning with the graduating class of 2006, students with disabilities are able to graduate and obtain a regular high school diploma after completing the required course work in one of the following ways:

1. Taking and passing all portions of the high school AIMS with or without accommodations;
2. Taking and passing some or all portions of the AIMS under the "extra credit" for course grades;
3. Taking, but being exempt from passing, some or all portions of the AIMS through an IEP team decision.

It is anticipated that the requirement to pass the AIMS for all students except those with disabilities will temporarily reduce the graduation rate for students without disabilities and may improve the rate for students with disabilities. The long-term impact of the legislative decision will be studied by the Arizona Department of Education and reported through the State's Annual Performance Report.

FFY	Measurable and Rigorous Target
2005 **(2005–2006)**	61% of students with disabilities who exit receive a regular high school diploma
2006 **(2006–2007)**	62.5% of students with disabilities who exit receive a regular high school diploma
2007 **(2007–2008)**	63% of students with disabilities who exit receive a regular high school diploma
2008 **(2008–2009)**	64.5% of students with disabilities who exit receive a regular high school diploma
2009 **(2009–2010)**	66% of students with disabilities who exit receive a regular high school diploma
2010 **(2010–2011)**	67.5% of students with disabilities who exit receive a regular high school diploma

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Change of statute to allow students with disabilities (SWD) to graduate without passing AIMS if the IEP team determines it is appropriate to do so.	Spring 2005	Arizona Legislature
2. Creation and implementation of guidance re: AIMS requirements for SWD.	Fall 2005–winter 2006	ADE Administration ESS leadership SEAP
3. Continuation of the grade-level instruction and assessment initiative.	Fall 2005 and continuing	ADE Assessment Section ESS specialists SIG Reading specialists
4. Implementation of an Assistive Technology (AT) Initiative.	Summer 2005 and continuing	ADE/ESS AT specialist Outreach Trainings AT Training and Support Contract
5. Passage of the Arizona Textbook Accessibility statute and development of regulatory requirements.	Spring 2005–fall 2006	Arizona Legislature AZ Board of Education ESS leadership and AT specialist
6. Training and implementation for Improvement Activity # 5.	Spring 2006 and continuing	ESS specialists ESS AT specialist
7. Collaboration with Arizona State University (ASU) for Web-based support for students and teachers—Integrated Data to Enhance Arizona's Learning (IDEAL) portal for K–12 learning.	Fall 2006 and continuing	ADE leadership ASU Instructional Technology Project
8. Increased training and monitoring for effective transition plans and progress reporting.	Fall 2006 and continuing	ESS staff ESS transition specialists
9. Initiation of support for high schools with low graduation rates to offer expanded work study programs and community placements.	Fall 2007 continuing	ADE Dropout Prevention Unit Career and Technical Education Section (CTE) ESS transition specialists Vocational Rehabilitation

Improvement Activities	Timelines	Resources
10. Modification of statewide calculation of graduation rates for students with/without disabilities via SAIS cohort approach.	Fall 2007–winter 2008	Research and Policy staff Information Technology (IT) / Student Accountability Information System (SAIS) staff
11. Investigation of strategies to allow students who were dropped from rolls to reenroll during the same semester.	Summer 2008–winter 2009	ADE Legislative Team State Board of Education ADE Dropout Prevention Unit ESS leadership
12. Revision of the SPP/APR baseline, targets, and activities to reflect revised graduation calculations.	Spring 2008	ESS staff
13. Investigate "carve out" programs with Career and Technical Education (CTE) to provide specialized training opportunities for students with more significant disabilities.	Fall 2008	ESS leadership CTE leadership
14. Coordinate with the SAIS staff to modify the reporting of SWD to eliminate the double reporting requirement for year-end status.[1]	Winter 2007 for implementation in fall 2008	ESS leadership SAIS staff

The following is a new improvement activity for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide training to PEAs on effective transition services to increase graduation rate of students with disabilities	a) Develop a strategic plan to provide training and follow-up technical assistance to PEAs		10/1/08 – 2/1/09	ADE/ESS Transition Specialists
	b) Implement statewide plan for training and technical assistance to PEAs		2/1/09 – 6/30/11	ADE/ESS Transition Specialists

[1] New activity added FFY 2005.

Monitoring Priority: FAPE in the LRE

Indicator 2: Dropout Rate

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth.

Overview of Issue / Description of System or Process:

Arizona uses an "event rate" to calculate dropout statistics for all students. Dropout rates are calculated for grades 7 through 12 and are based on a calendar year that runs from the first day of summer recess through the last day of school in the spring. The dropout rate is figured by comparing a school's total entries during a specific school year to the dropouts during that same period. It is important to note that this particular study produces a "snapshot" of Arizona dropout activity, in that it provides information only on students who drop out and fail to return during one school year. Students who drop out during one academic year and return in a subsequent year to complete their high school education are still counted as dropouts using the present formula.

These data are extracted from the total school enrollment in Arizona during the school year. Sampling was not used.

FFY 2005 Update to the State Performance Plan:

The need to adjust the FFY 2004 baseline data is predicated on an adjustment to the formula used by the ADE to calculate the dropout rate for all youth. End of summer status, i.e., students who do not return to school after the summer break, is captured in the new baseline thereby increasing the dropout rate.

Adjusted Baseline Data for FFY 2005 (2005–2006):

Youth Status	FFY 2005 (Adjusted Baseline)
All Youth	6.32% [N = 22,765 / 360,420]
Youth in Special Education	5.44% [N = 659 / 12,123]

Discussion of Baseline Data:

A grade-by-grade comparison of dropout rates in FFY 2004 for students with disabilities compared to all students reveals that, while there is some variability between the rates at all grades, the largest differences occur during the 11th and 12th grade years. The dropout rate for students with disabilities is significantly higher during the junior year and the dropout rate for all students is significantly higher during the senior year. Table 1 indicates the dropout rates during FFY 2004 for students with and without disabilities in the grades with significant differences between groups.

Table 2.1: Junior / Senior Percent Dropout Rates FFY 2004

Year	Students with Disabilities	All Students
Junior	7.16%	5.35%
Senior	5.77%	7.94%

The comparison of dropout rates by ethnicity shows that, for the most part, the dropout rate of students with disabilities does not differ substantially from that of all students within their ethnic group, as only white students with disabilities drop out at a rate greater than 1% higher than all white students.

FFY	Measurable and Rigorous Target
2005 **(2005–2006**	5.59% of students with disabilities will be deemed to have dropped out ***Baseline and subsequent Targets adjust due to changes in calculation method***
2006 **(2006–2007)**	No more than 5.50% of students with disabilities will be deemed to have dropped out
2007 **(2007–2008)**	No more than 5.40% of students with disabilities will be deemed to have dropped out
2008 **(2008–2009)**	No more than 5.30% of students with disabilities will be deemed to have dropped out
2009 **(2009–2010)**	No more than 5.20% of students with disabilities will be deemed to have dropped out
2010 **(2010–2011)**	No more than 5.10% of students with disabilities will be deemed to have dropped out

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. See Improvement Activities under Indicator #1, Activities 1–12.		
2. Identify agencies with notably high dropout rates for SWD compared to rates for all students and require PEA analysis of causes.[2]	Fall 2006	ESS Data and Program staff

[2] This activity has been eliminated as of FFY 2006 because comparison with all students is no longer required.

Improvement Activities	Timelines	Resources
3. Identify agencies with high dropout rates for junior SWD and develop support programs.[3]	Winter 2007	ESS Data and Program staff
4. Support the development of improvement plans for agencies identified with high dropout rates.	Fall 2007 and continuing	ESS specialists ADE Dropout Prevention staff
5. Include inquiry on the post-school outcomes study on why a student dropped out of school.[4]	Fall 2007 and continuing	ESS transition specialists ESS programmers
6. Collaborate with ADE Dropout Prevention Unit, Arizona Technology Access Program (AzTAP), and Vocational Rehabilitation for dissemination of dropout prevention information.	Spring 2008 and continuing	ESS transition specialists
7. Increase student awareness of post-school support services during their sophomore year of school.	Fall 2008 and continuing	ESS transition specialists
8. Examine the impact of the change in IDEA moving the required transition planning from age 14 to age 16.	Fall 2009	ESS transition specialists ADE Research and Evaluation

The following is a new improvement activity for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide training to PEAs on effective transition services to increase graduation rate of students with disabilities	a) Develop a strategic plan to provide training and follow-up technical assistance to PEAs		10/1/08 – 2/1/09	ADE/ESS Transition Specialists
	b) Implement statewide plan for training and technical assistance to PEAs		2/1/09 – 6/30/11	ADE/ESS Transition Specialists

[3] This activity has been eliminated as of FFY 2006 as the longitudinal data do not support the original premise that juniors dropout at a higher rate than do seniors.
[4] This activity has been discontinued as of FFY 2007 as the dropout reasons were not included in the original survey; baseline data has already been collected.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and Performance on Assessments

Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts meeting the State's adequate yearly progress (AYP) objectives for progress for disability subgroup;

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards; and

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent **= #** of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

a. # of children with IEPs in grades assessed;

b. # of children with IEPs in regular assessment with no accommodations (percent = *b* divided by *a* times 100);

c. # of children with IEPs in regular assessment with accommodations (percent = *c* divided by *a* times 100);

d. # of children with IEPs in alternate assessment against grade level standards (percent = *d* divided by *a* times 100); and

e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = *e* divided by *a* times 100).

Account for any children included in *a*, but not included in *b*, *c*, *d*, or *e* above.

Overall Percent = *b* + *c* + *d* + *e* divided by *a*.

C. Proficiency rate =

a. # of children with IEPs in grades assessed;

b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = *b* divided by *a* times 100);

c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = *c* divided by *a* times 100);

d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = *d* divided by *a* times 100); and

e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = *e* divided by *a* times 100).

Overall Percent = *b* + *c* + *d* + *e* divided by *a*.

Overview of Issue / Description of System or Process:

Arizona's statewide assessment system is called Arizona's Instrument to Measure Standards (AIMS) and the alternate assessment against alternate achievement standards is called Arizona's Instrument to Measure Standards-Alternate (AIMS-A). The grades tested for FFY 2004 were 3rd through 8th, and 10th. These are the same assessments used to report under the No Child Left Behind Act (NCLB).

The AIMS assessments were changed significantly for FFY 2004 when the State moved to a dual-purpose assessment for grades 3–8 (AIMS DPA). By incorporating selected items from the Terra Nova achievement test into the AIMS for these grades, nationally-normed information can be provided to parents and schools and the time devoted to testing during the school year can be reduced. With the advent of the new test, new cut scores were determined and, in some cases, lowered. The State uses four categories to classify the proficiency status of students:

- Falls Far Below the Standard (F)
- Approaches the Standard (A)
- Meets the Standard (lowest score considered proficient) (P)
- Exceeds the Standard (E)

For FFY 2004, passing scores for students with disabilities were the same as for all other students.

The number of PEAs meeting the State's AYP objectives for progress for disability subgroup was calculated on the number of PEAs having a total count of students with disabilities of >40, which is the same number used for the determination of AYP for all other students.

The baseline data reported for participation and performance on the State assessment (Table 2) includes all students with disabilities who took either the AIMS (with or without standard accommodations) or the AIMS-A.

Baseline Data for FFY 2004 (2004–2005):

AYP Rates for PEAs with SWD: 22.7%
[N = 15 / 66]

Adjusted Baseline Data for FFY 2005 (2005–2006)

Arizona did not calculate and report FFY 2004 AYP rates for the special education subgroup by curriculum area in the State Performance Plan submitted in March 2006. These data were calculated for FFY 2005 and are reported in the amended State Performance Plan submitted in February 2007.

AYP Rate for PEAs with SWD—Math 18.92%
[N = 14 / 74]
AYP Rate for PEAs with SWD—Reading 16.22%
[N = 12 / 74]
AYP Rate for PEAs with SWD—Overall 12.16%
[N = 9 / 74]

Table 3.1: Participation and Performance Rates by Test Condition for FFY 2004 (2004–2005)

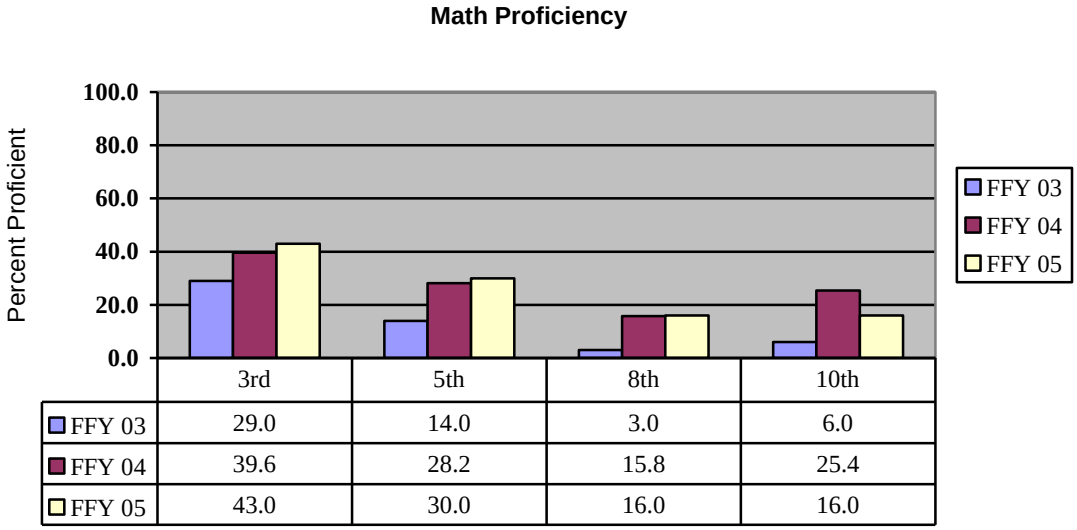
Grade level	a) Enrolled	b) No Accommodations		c) Accommodated Administration		d)	e) Alternate Assessment		**Totals**	
	#	#	%	#	%	0	#	%	**#**	**%**
Math Participation	73,649	24,179	32.8	41,175	55.9		4,521	6.1	**69,875**	**94.9**
Reading Participation	74,281	22,459	30.2	43,228	58.2		4,521	6.1	**70,208**	**94.5**
Math Performance	73,649	10,353	14.1	6,767	9.2		1,606	2.2	**18,726**	**25.4**
Reading Performance	74,281	9,857	13.3	8,166	11.0		2,094	2.8	**20,117**	**27.1**

Discussion of Baseline Data:

With the exception of 3rd grade reading, all grades showed substantial improvement over the FFY 2003 scores on the AIMS test for students with disabilities. The rate of the increase is believed to be unusual and difficult to repeat (Figures 3.1 and 3.2). Possible explanations for the increases lie in the rapidly changing face of assessment for students with disabilities in light of the testing and reporting requirement of the No Child Left Behind Act. The development of the new AIMS DPA and new cut scores is most likely responsible for a substantial portion of the year-to-year increase.

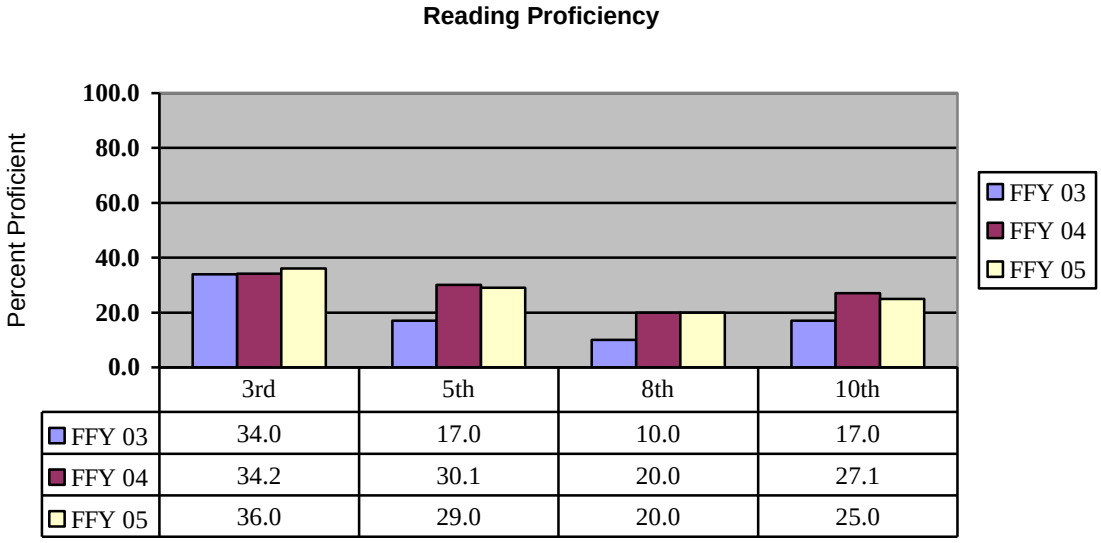
However, in FFY 2003, Arizona eliminated out-of-grade-level testing and limited the use of nonstandard accommodations for students with disabilities. Therefore, during that year many students were assessed on materials on which they had not previously received instruction and in a manner unfamiliar to them. The improvement of scores in FFY 2004 may be an artifact of changing the tests and requiring instructional approaches and accommodations to catch up to the dictates of the federal statute. Figures 3.1 and 3.2 illustrate the change over time in the reading and math scores of children with disabilities in selected grades on the general statewide assessment.

Figure 3.1: Math Proficiency by Grade and Year for FFY 2003–2005



	3rd	5th	8th	10th
FFY 03	29.0	14.0	3.0	6.0
FFY 04	39.6	28.2	15.8	25.4
FFY 05	43.0	30.0	16.0	16.0

Figure 3.2: Reading Proficiency by Grade and Year for FFY 2003–2005



	3rd	5th	8th	10th
FFY 03	34.0	17.0	10.0	17.0
FFY 04	34.2	30.1	20.0	27.1
FFY 05	36.0	29.0	20.0	25.0

FFY	Measurable and Rigorous Targets—Amended						
	PEA AYP Attainment Percentage			Math Participation Percentage	Reading Participation Percentage	Math Proficiency Percentage	Reading Proficiency Percentage
	Overall	Math	Reading				
Baseline 2004	22.7			94.9	94.5	25.4	27.1
2005 (2005–2006)	23.0	18.92	16.22	95[5]	95	26.0	35.0
2006 (2006–2007)	23.5	19.0	16.5	95	95	35.0	40.0
2007 (2007–2008)	24.0	19.2	16.75	95	95	40.0	45.0
2008 (2008–2009)	24.5	19.5	17.0	95	95	45.0	50.0
2009 (2009–2010)	25.0	20.0	17.5	95	95	50.0	55.0
2010 (2010–2011)	25.5	20.5	18.0	95	95	55.0	60.0

[5] Targets adjusted to 95% to align with NCLB requirements.

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Expand ESS Reading Initiative through Reading First and the Arizona State Improvement Grant (SIG) Goal 3.	Summer 2005	SIG reading specialists ADE Reading First section
2. Provide school-wide improvement assistance for agencies under NCLB sanctions.	Fall 2005 and continuing	ADE School Improvement staff ADE-sponsored intervention teams
3. Revise monitoring procedures to require agencies with below average reading achievement scores for SWD to complete a root cause analysis and improvement plan.	Fall 2005 and continuing	ESS Monitoring Team ESS specialists MPRRC
4. Develop and validate the Arizona alternate assessment against grade level standards and curriculum.	Winter 2006–winter 2008	ADE leadership ADE assessment staff ESS specialists
5. Create a response to intervention (RTI) specialist position to assist agencies in building capacity for early intervention.	Winter 2006	ESS leadership
6. Establish a statewide procedure for agencies electing to use RTI as an identification strategy for special education.	Winter 2006–summer 2006	ESS leadership RTI specialist Comprehensive System of Personnel Development (CSPD) Director MPRRC
7. Investigate critical components of the Arizona State Standards and AIMS assessment structure and provide guidance to the field on those elements.	Spring 2006	ESS leadership International Center for Leadership in Education
8. Disseminate information about AT and accessible textbooks available for general class use and test participation.	Spring 2006 and continuing	ESS AT specialist ESS specialists
9. Conduct trainings on modifications/accommodations in grade level curriculum content areas.	Fall 2006 and continuing	ESS specialists CSPD specialists

Improvement Activities	Timelines	Resources
10. Promote the use of the Web-based AIMS practice/formative assessment to identify areas of student weakness and guide instruction.[6]	Fall 2006 and continuing	ESS specialists ADE IDEAL Web portal
11. Research service delivery models for ensuring highly qualified teachers for children with disabilities in the areas of math and reading.	Summer 2006	ESS CSPD
12. Conduct training on research-based instructional strategies for diverse learners.	Fall 2007	ESS specialists CSPD specialists
13. Notify PEAs of federal changes related to the authority of IEP teams to permit non-standard accommodations on State tests.[7]	Fall 2007	ADE Assessment unit ESS staff
14. Develop a special education information source similar to the current "School Report Cards" that will provide parents of students with disabilities access to performance information.	Summer 2008	ADE research staff ESS programming staff ADE IT staff
15. Revise monitoring procedures to require agencies with below average math achievement scores for SWD to complete a root cause analysis and improvement plan.	Summer 2008	ESS Monitoring Team ESS specialists
16. Investigate the provision of grants to PEAs to equip classrooms for universal design for learning to improve performance on assessments for all students.	Summer 2008	ESS leadership
17. Investigate the provision of incentives to teachers who are responsible for and who produce improved results in students.[8]	Summer 2009	ESS leadership ADE procurement
18. Develop and implement math initiative to provide professional development in the strategies of teaching mathematics and implement the RTI model for mathematics in the identified schools.[9]	Summer 2007 and continuing	ESS CSPD staff ADE Math team

[6] This activity is eliminated as of FFY 2007 as ESS is working with other ADE divisions to enhance the IDEAL portal.
[7] New for FFY 2006.
[8] This activity is discontinued as of FFY 2007 as PEAs institute policies regarding incentives for teachers.
[9] New for FFY 2007.

The following are new improvement activities targeting mathematics proficiency for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Year 1 – 100% of Arizona Students Achieving Mathematics Academy (ASAMA) Year 1 and 2 teams will increase mathematics proficiency rate to 50% in the number strand for students with IEPs as determined by AIMS third grade data	a) 100% of ASAMA teachers will implement number and number operation strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	b) 100% of ASAMA teams will demonstrate the ability to develop a lesson outline utilizing Arizona Mathematics Standard objectives with the Star framework as determined by Star Model entry points		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
2) Year 2 – 100% of ASAMA Year 1 and 2 teams will increase mathematics proficiency rate to 50% in the data analysis/probability/discrete math, algebra/patterns/functions, geometry/measurement, and structure/logic strands for students with IEPs as determined by AIMS third grade data	a) 100% of ASAMA teachers will implement data analysis/probability/discrete math, algebra/patterns/functions, geometry/measurement, and structure/logic strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	b) 100% of ASAMA teams will demonstrate the ability to develop a lesson outline utilizing Arizona Mathematics Standard objectives with the Star framework as determined by Star Model entry points		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) 100% of ASAMA teams will develop a professional learning community plan to maintain sustainability of mathematics instruction as determined by professional learning community criteria		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
3) Year 1 and 2 - 100% of ASAMA Year 1 and 2 teams will increase or maintain Adequate Yearly Progress (AYP) as indicated by third grade AIMS data for the disability subgroup	a) 100% of ASAMA teachers will implement number and number operation strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction

	b) 100% of ASAMA teachers will implement data analysis/probability/discrete math, algebra/patterns/functions, geometry/measurement, and structure/logic strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	c) 100% of ASAMA teachers will use fact automaticity assessment data to determine mathematical strategy instruction of basic facts for all students including students with IEPs as determined by screening and progress monitoring graph data		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
	d) 100% of ASAMA teachers will demonstrate ability to develop a classroom learning station plan based on screening data as determined by learning station criteria		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) 100% of ASAMA teachers will demonstrate ability to develop a Student, Environment, Task, Technology (SETT) plan for one student as determined by the SETT framework criteria		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	f) 100% of ASAMA teams will demonstrate ability to develop an action plan to improve mathematics instruction for all students including students with IEPs as determined by action plan criteria		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

The following are new improvement activities targeting reading proficiency for FFY 2007.

Primary Activity (GOAL)	**Sub-Activities (Objectives or Action Steps)**	**Timeline**		**Resources (Planned)**
		Complete	**Projected**	
1) Year 1 and 2 – Systemic Change in Reading (SCR) teams will increase proficiency rate to 50% for children with IEPs in a regular assessment with no accommodations; regular assessment	a) 100% of Systemic Change in Reading Year 2 will increase reading proficiency rate to 50% in comprehension and vocabulary for students with IEPs as determined by AIMS third grade data		6/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will		6/1/08 – 6/30/11	Comprehensive System of

with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards as determined by AIMS	analyze classroom data to determine instructional needs for all students including students with IEPs as determined by curriculum-based measurement data			Personnel Development Staff
2) Year 1 – 100% of Systemic Change in Reading Year 1 teams will increase reading proficiency rate to 50% in phonics, phonemic awareness, and fluency for students with IEPs as determined by AIMS third grade data	a) 100% of Systemic Change in Reading teachers will implement phonics, phonemic awareness, and fluency strategies for all students including students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will implement phonics, phonemic awareness, and fluency strategies of differentiated instructional practices for all students and accommodations and modifications for students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
3) Year 2 - 100% of Systemic Change in Reading Year 2 teams will increase reading proficiency rate to 50% in comprehension and vocabulary for students with IEPs as determined by AIMS third grade data	a) 100% of Systemic Change in Reading teachers will implement comprehension and vocabulary strategies for all students including students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will implement comprehension and vocabulary strategies of differentiated instructional practices for all students and accommodations and modifications for students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of Suspension and Expulsion

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. [Suspended by OSEP FFY 2006]

(20 U.S.C. 1416(a)(3)(A); 1412(a)22))

Measurement:

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.

B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Overview of the State Performance Plan Development for This Indicator:

In addition to the public input explained at the beginning of this document, the ADE/ESS met with the leadership of the Section within ADE known as “School Safety and Prevention” to solicit feedback on this indicator. The primary outcome of the collaboration was to identify reporting requirements and options that could be developed jointly by the Sections in order to enhance the effectiveness and efficiency of data collection and analysis.

Overview of Issue / Description of System or Process:

Arizona uses a comparison of the suspension/expulsion rates of students with disabilities between PEAs within the State as the method to analyze suspension/expulsion data. Arizona used the suspension and expulsion information from the OSEP-required annual data report to rank order and analyze the data submitted by each PEA in the State.

At the time of the 2001 Biennial Report to OSEP, Arizona had 39 PEAs with suspension rates over 10% of their special education population. The State elected to use the 10% number as the “trigger” for intervention because it felt that it could realistically impact this number of agencies with existing resources. In addition, the distribution of scores below 10% was very tight and offered no logical cut point.

The substantial reduction in number of PEAs with suspension rates above 10% enables the State to redefine “significant discrepancy” for the FFY 2004 State Performance Plan. The newly established Arizona definition of “significant discrepancy” is:

- Greater than 5% of students with disabilities with more than two students included in the numerator.

Baseline Data for FFY 2004 (2004–2005):

A) 1.64% of the PEAs in Arizona had suspension rates of greater than 5% of their population of special education students

[N = 9 / 549]

B) New Indicator—No baseline established

Additional Baseline Data for FFY 2005 (2005–2006):[10]

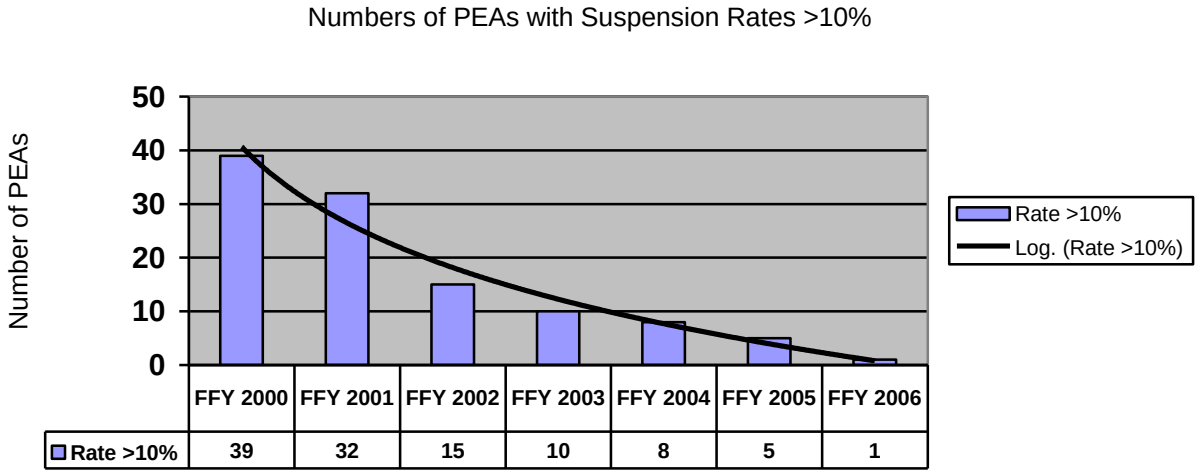
B) 1.86% of the PEAs in Arizona had suspension rates of greater than 5% of their population of special education students in any racial/ethnic group

[N = 10 / 549]

Discussion of Baseline Data:

The change in Arizona's definition of significant discrepancy makes longitudinal analysis unfeasible for FFY 2004; however, a review of the change over time in suspension/expulsion rates sheds light on the reason for the change in definition. Figure 3 illustrates the rapid decline in the number of education agencies with rates over 10% of their special education population from FFY 2000 through FFY 2004.

Figure 4.1: Suspension Rate Decline over Time



Arizona had nine education agencies that met the FFY 2004 definition of significant discrepancy. The range for the percent of these suspensions > 5% was from 5.14% to 27.27% of the special education population. It should be noted that out of the 549 reporting agencies, 439 reported no suspensions of students with disabilities for more than 10 days. The statewide average was 2.4%. A total of 907 students with disabilities were suspended for more than 10 days during FFY 2004.

FFY 2005 Revision to Indicator 4:

Arizona used the same definition of significant discrepancy when analyzing suspension data by race/ethnicity. Ten PEAs had at least one cell that met the > 5% of the SWD population and more than two students suspended.

[10] This indicator component has been suspended by OSEP as of the FFY 2006 submission.

FFY	Measurable and Rigorous Target A	Measurable and Rigorous Target B
2006 (2006–2007)	1.55% of PEAs with suspension rates > 5% of their SWD population	
2007 (2007–2008)	1.50% of PEAs with suspension rates > 5% of their SWD population	1.80% of PEAs with suspension rates > 5% of their SWD population by ethnicity
2008 (2008–2009)	1.40% of PEAs with suspension rates > 5% of their SWD population	1.75% of PEAs with suspension rates > 5% of their SWD population by ethnicity
2009 (2009–2010)	1.35% of PEAs with suspension rates > 5% of their SWD population	1.70% of PEAs with suspension rates > 5% of their SWD population by ethnicity
2010 (2010–2011)	1.30% of PEAs with suspension rates > 5% of their SWD population	1.65% of PEAs with suspension rates > 5% of their SWD population by ethnicity

FFY 2007 Update to the State Performance Plan

Arizona revised the definition of significant discrepancy for suspensions/expulsions for FFY 2007. The revised definition is a rate above 5% of the special education population with ten or more students suspended, with an annual review of the data to determine if there is a significant discrepancy for each PEA.

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Identify agencies with suspension rates of SWD > 5% and require these agencies to analyze data reporting procedures and comparison rates with nondisabled students and to identify proactive initiatives to reduce suspension rates.	Fall 2005 and continuing	ESS Data staff ESS specialists
2. Increase Arizona Positive Behavior Support Initiative (APBSI) participation among schools in Arizona.	Fall 2005 and continuing	ESS CSPD staff APBSI participating universities
3. Refer PEAs with high suspension rates for SWD to the technical assistance opportunities sponsored by ESS and School Safety and Prevention.	Winter 2006 and continuing	ESS specialists APBSI

Improvement Activities	Timelines	Resources
4. Collaborate with the leadership of the School Safety and Prevention Division (SSPD) to expand the data analysis capabilities of the APBSI to schools beyond those currently enrolled.	Winter 2006–winter 2008	ADE SSPD staff ESS leadership ADE IT Programmers
5. Approach the Arizona School Boards Association and Arizona School Administrators Association to collaborate on the training of school administrators on IDEA requirements.	Fall 2006 and continuing	ESS leadership
6. Promote the review of IEPs for functional behavioral assessments and behavior intervention plans beginning with any suspension that brings a student's total days to five or more in a school year.[11][12]	Fall 2007	ESS leadership ESS Monitoring Team and specialists
7. Cross train School Safety and Prevention, CSPD, and ESS specialists on common discipline initiatives.	Winter 2007	ADE SSPD staff APBSI participants ESS leadership
8. Continue the development and implementation of uniform data gathering procedures for all reporting agencies.	Fall 2007 and continuing	ADE SSPD staff ESS Data staff
9. Develop and distribute to PEAs a model disciplinary process that includes the requirements for students with disabilities and guidelines for all students.	Summer 2007	ADE SSPD staff ESS leadership ESS CSPD staff
10. Collaborate with universities to increase the exposure to classroom management strategies for preservice teachers.	Fall 2008	ESS CSPD leadership ADE SSPD leadership ADE Discipline Initiative University Teacher Preparation Programs
11. Train PEA staff on disability specific behaviors and appropriate interventions.	Fall 2008	ESS specialists ESS CSPD staff APBSI participants

[11] Revised language for FFY 2007.
[12] This activity is discontinued as of FFY 2007 because IEPs are reviewed by ESS specialists on a regular basis.

Improvement Activities	Timelines	Resources
12. Provide additional training for middle and high school principals on positive behavior supports and the APBSI option.	Fall 2008	ESS CSPD staff Arizona School Administrators Association APBSI participating universities
13. Require PEAs with high suspension rates to develop alternatives to suspension.	Summer 2009	ESS leadership
14. In conjunction with SSPD staff, train security officers for PEAs in positive behavior supports and the APBSI project.[13]	Fall 2009	ESS CSPD staff ADE SSPD staff
15. Study the appropriateness of amending the criteria for significance from an N count of > 2 to an N count of > 4.[14]	Fall 2007	ESS leadership
16. Identify agencies with suspension rates of SWD by race/ethnicity > 5% and require these agencies to analyze data reporting procedures and comparison rates with nondisabled students and to identify proactive initiatives to reduce suspension rates within the discrepant group(s).[15]	Fall 2007 and continuing	ESS Data staff ESS specialists

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) By the end of two years of training with Positive Behavioral Interventions and Supports of Arizona (PBISAz), at least 70% of PBISAz teams will implement School-wide Positive Behavioral Interventions and Supports (SW-PBIS) with fidelity as measured by a score of 80% on the Arizona Implementation Checklist	a) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease office discipline referrals by 10% for all students and 5% for students with IEPs as measured by the final PBISAz Quarterly Report data		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist Quarterly Reports
	b) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease suspensions/expulsions by 15% for all students and 5%		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data

[13] This activity is discontinued as of FFY 2007 because it is the PEAs that would send security officers to trainings.
[14] New activities 15 and 16 in FFY 2005.
[15] This activity is discontinued as of FYY 2007 because the suspension/expulsion data is used within the monitoring system to identify PEAs and to require an analysis.

	for students with IEPs as measured by end-of-year data submitted to ADE			
	c) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease suspensions/expulsions over 10 days by 15% for all students and 5% for students with IEPs as measured by end-of-year data submitted to ADE		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data
2) Arizona High Achievement for All (AHAA) Year 1 schools will complete all tasks to establish the solid basis for the decrease of suspension/expulsion rates to less than 5%	a) Collection of baseline data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspensions/expulsions, office referrals, and academic performance		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
3) AHAA Year 2 schools will decrease the suspension/expulsion rate greater than 10 days for students with disabilities to less than 5%	a) Collection of baseline data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students		9/1/08 – 6/30/10	Comprehensive System of Personnel

	with disabilities			Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspensions/expulsions, office referrals, and academic performance		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

Monitoring Priority: FAPE in the LRE

Indicator 5: School-Aged Placements

Percent of children with IEPs aged 6 through 21:

A. Removed from regular class less than 21% of the day;

B. Removed from regular class greater than 60% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.

B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.

C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue / Description of System or Process:

Arizona used the federally required data reported to OSEP on December 1, 2004, to calculate the percentage of children in each of the subgroups noted above.

Baseline Data for FFY 2004 (2004–2005):

A.	Removed less than 21% of the day	48.0%
B.	Removed greater than 60% of the day	17.8%
C.	Served in separate schools, residential placement, or home/hospital	2.7%

Discussion of Baseline Data:

Arizona's placement options for students with disabilities aged 6–21 years are adequate to meet the diverse needs of individual students throughout the State. While the largest percentage of students is served in the regular classroom for most of their day, other options are clearly available and utilized by the public education agencies (PEAs) as appropriate. Table 3 compares Arizona rates for the most common placements to national rates as reported on the U.S. Department of Education Web site.

Table 5.1: Comparison of Arizona LRE with National LRE

Placement outside the regular classroom	% of AZ population	% of US population*
A. < 21%	48.0%	50.0%
B. > 60%	17.8%	19.0%
C. Separate facilities	2.7%	3.1%

*Data taken from the USDOE/OSERS Web site

FFY	Measurable and Rigorous Target		
	Measurement A < 21%	**Measurement B > 60%**	**Measurement C Separate**
2005 (2005–2006)	49%	17%	2.7%
2006 (2006–2007)	50%	16.5%	2.5%
2007 (2007–2008)	51%	16%	2.3%
2008 (2008–2009)	52%	15.5%	2.1%
2009 (2009–2010)	53%	15%	1.9%
2010 (2010–2011)	54%	14.5%	1.7%

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Initiate Autism Training Project.	Spring 2005 and continuing	ESS leadership CSPD staff
2. Increase training and supervision of least restrictive environment (LRE) reporting.	Spring 2006	ESS data staff

Improvement Activities	Timelines	Resources
3. Train ESS specialists in overseeing and providing assistance to agencies in the area of data reporting.	Summer 2006	ESS data staff ESS Monitoring Team
4. Revise ADE census reporting to reflect differences between voucher placements unrelated to a free, appropriate public education (FAPE) and those necessary for FAPE.	Fall 2006	ESS data staff ADE School Finance staff ADE IT staff
5. Identify agencies with excessive numbers of restrictive placements and require analysis of causes and improvement planning.	Summer 2007 and continuing	ESS data staff ESS specialists
6. Incorporate assistive technology (AT) into the appropriate root cause analyses for monitoring.[16]	Summer 2007	ESS Monitoring Team ESS AT specialists
7. Revise the monitoring system to require agencies with high numbers of restrictive placements to investigate placement procedures and additional options.	Fall 2008	ESS Monitoring Team

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Arizona High Achievement for All (AHAA) Year 1 schools will complete all tasks to improve decision making for placing students with disabilities in the least restrictive environment	a) Collection of baseline data on suspension/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development

[16] New activity in FFY 2005.

				Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspension, expulsion, office referrals, academic performance, and placement in the least restrictive environment		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
2) AHAA Year 2 schools will improve decision making for placing students with disabilities in the least restrictive environment	a) Collection of baseline data on suspension/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspension, expulsion, office referrals, academic performance, and placement in the least restrictive environment		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

Monitoring Priority: FAPE in the LRE

Indicator 6: Preschool Placements[17]

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of the State Performance Plan Development for This Indicator:

The oversight of preschool programs for children with disabilities rests with the Early Childhood Education Section (ECE) within the ADE, rather than with ESS. This unit incorporates all of the early childhood programs that are under the auspices of the ADE. The activities for improvement have been underway for more than one year and have involved multiple stakeholders both inside and outside the State.

Overview of Issue / Description of System or Process:

The ADE/ECE is responsible for the administration of the Early Childhood Special Education Program (IDEA, Part B, Section 619). ECE collaborates with multiple agencies, organizations, and stakeholders, as well as the Exceptional Student Services (ESS) section of ADE to promote increased access to the least restrictive environment (LRE) for placement of children with special needs.

Arizona faces several challenges in the State's efforts to provide more access to inclusive early childhood environments for the following reasons:

- State funding for programs for typically developing preschoolers has not increased for the past five years, while the State has experienced a 33% increase in the number of preschool children eligible for special needs services during the same time frame (FFY 2000—9,144 children; FFY 2004—13,564 children).
- Arizona's school construction funding formula does not allocate dollars for preschool classrooms for typically developing children. When classroom space is limited, PEAs will allocate space to those programs that generate funding.
- In 2004, the Arizona State Legislature approved a new law allowing public schools to bypass State preschool program licensure through the Arizona Department of Health Services for self-contained classrooms used to provide special education services to preschool children. Prior to September 2004, all preschool classroom settings required licensure. Since the passage of the new law, PEAs have increased the number of self-contained preschool classrooms in order to avoid allocating resources for licensing classrooms.

ECE, with collaborative partners, will continue to address these challenges as described in the Improvement Activities / Timelines / Resources section.

[17] This indicator has been placed on hold by the OSEP because of substantial changes to the federal LRE data collection requirements for preschool.

Baseline Data for FFY 2004 (2004–2005):

Of Arizona's 3–5 year olds, 47% were served in settings with typically developing peers.

Discussion of Baseline Data:

All PEAs annually report LRE data elements for this indictor through the ADE SAIS. Data from four settings are used to determine the percentage of children receiving services with typically developing peers: early childhood; home; part-time early childhood and part-time special education; and reverse mainstream. Table 6.1 reports FFY 2004 preschool placements.

Table 6.1: Preschool Placements

Description	12/1/2004	12/1/2004
Early Childhood Setting (EC)	4,688	34.56%
EC Special Education Setting (ECSE)	6,903	50.89%
Home	19	0.14%
Part Time EC/Part Time ECSE	1,528	11.27%
Residential Facility	1	0.01%
Separate School	119	0.88%
Itinerant Service Outside the Home	153	1.13%
Reverse Mainstream	153	1.13%
TOTAL	13,564	100.00%

FFY	Measurable and Rigorous Target
2005 (2005–2006)	48.0% of Arizona's 3–5 year olds served in settings with typically developing peers
2006 (2006–2007)	50.0% of Arizona's 3–5 year olds served in settings with typically developing peers
2007 (2007–2008)	52.0% of Arizona's 3–5 year olds served in settings with typically developing peers
2008 (2008–2009)	55.0% of Arizona's 3–5 year olds served in settings with typically developing peers
2009 (2009–2010)	57.0% of Arizona's 3–5 year olds served in settings with typically developing peers
2010 (2010–2011)	60.0% of Arizona's 3–5 year olds served in settings with typically developing peers

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Provide professional development on LRE during nine "Critical Issues" Outreach sessions.	Fall 2005–winter 2006	ECE staff
2. Continue training on accurate use of EC setting codes in SAIS.	Fall 2005 and ongoing	ESS/ECE staff
3. Develop and implement inclusion technical assistance (TA) plan with MPRRC; convene Early Childhood Inclusion Coalition.	Fall 2005–fall 2007	MPRRC staff ECE staff
4. Participate in National Individualizing Preschool Inclusion Project (NIPIP) with Vanderbilt University, piloting five PEA sites in partnership with the three State universities.	Summer 2005–summer 2007	ECE staff NIPIP trainers PEA pilot sites
5. Provide financial grant to Arizona DEC chapter to develop "Count Me In," a resource handbook for inclusion and provide targeted TA in selected PEAs.	Winter 2005–summer 2006	AZ DEC leadership ECE staff support
6. Annually review PEA-level LRE data and provide specific TA to targeted PEAs that do not show an increase in the number of children receiving services in inclusive settings.	Winter 2006–spring 2010	ECE and ESS staff
7. Initiate discussions with the School Readiness Board and the Schools Facilities Board to include space in new school buildings for typical preschool programs.	Fall 2007	ECE and ESS leadership ADE Policy Group
8. Liaison with Arizona Early Intervention Program (AzEIP) to develop informational packets for families regarding placement options at transition time.	Winter 2008	ECE staff AzEIP staff ADE Print Shop
9. Collaborate with the Special Education Advisory Panel (SEAP) to bring the space issues associated with preschool to the attention of the Arizona legislature and other political officials.	Winter 2007	ECE staff ESS leadership SEAP membership

Monitoring Priority: FAPE in the LRE

Indicator 7: Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improved:

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

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

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

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

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

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

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

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

C. Use of appropriate behaviors to meet their needs:

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

Overview of Issue / Description of System or Process:

The ADE Early Childhood Education Section (ADE/ECE) has pursued a three-fold approach to safeguarding the quality of assessment data being gathered, focusing on: (1) fine-tuning the data management infrastructure, (2) raising the capacity of the field to gather and utilize assessment data, and (3) incorporating reviews of assessment practices into on-site monitoring procedures.

ADE/ECE continued to work with the ADE Information Technology (IT) and Research and Evaluation (R & E) Units to refine the Web-based data collection system that is now integrated with the ADE Student Accountability Information System (SAIS). SAIS is governed by a general set of procedures, available for review at: http://www.ade.az.gov/sais/. Specific updates regarding the early childhood assessment transaction can be found on pp. 15–16.

As further assistance to the field, the ADE/ECE developed, published, and distributed a manual specific to Early Childhood Assessment. This manual provides step-by-step guidance on developing local assessment systems and on articulating these systems with SAIS. This manual is available for review at: http://www.ade.az.gov/earlychildhood/downloads/AssessmentManual.pdf. Training on early childhood assessment data submission to SAIS has been incorporated into the annual training of local SAIS coordinators. This year the ADE IT System Training and Response (STaR) Team provided training at 40 regional workshops, as well as providing on-going technical assistance to the field regarding SAIS.

In order to report on the outcomes specified in this indicator, bi-annual data was collected from all programs providing special education services for preschool children as well as from all State-funded preschool programs providing services for typically developing peers. These programs continue to utilize one assessment tool chosen from a State Board approved menu of four ongoing progress monitoring instruments:

1) Child Observation Record (High/Scope Educational Research Foundation, Ypsilanti, MI)
2) Creative Curriculum Developmental Continuum for Ages 3-5 (Teaching Strategies, Inc., Washington, D.C.)
3) Galileo Preschool Online Educational Management System (Assessment Technology, Inc., Tucson, AZ)
4) Work Sampling System (Pearson Learning Group, Parsippany, NJ)

To augment the instrument-specific training offered by these publishers, during the summer and fall of 2007, the ADE/ECE section developed a series of statewide trainings to address fundamental skills and techniques employed when conducting these assessments. These trainings targeted school district teams comprised of classroom teachers and administrators. Following a training-of-trainers model, these workshops were structured as small learning communities to allow opportunities for participants to collaboratively practice objective observation, anecdotal record keeping, use of portfolios, data management, analysis of data over time, and linking assessment conclusions to instruction. These learning communities met every other week, allowing for a week of in vivo practice and reflection in between sessions, for a total of six weeks. Additional rounds of trainings have been, and will continue to be, scheduled for FFY 07 and 08.

On-site programmatic monitoring also includes a component developed by the ADE/ECE entitled the Early Childhood Quality Improvement Practices (ECQUIP), a self-study process for ADE-monitored programs to examine their administrative and instructional practices, assessment of student outcomes, and overall organizational functioning. Reviews of records, observations, and interviews with teachers and administrators provide opportunities to offer technical assistance around a range of organizational issues, including strategies for improving the quality of data being collected.

Outcome data analysis is provided by ADE Research and Evaluation, which continues to utilize extrapolation of raw assessment data from SAIS. “Comparable to same age peers” is defined as a score that is equal to or greater than the score obtained by 50% of the typically developing preschool children assessed during the same time frame, using the same instruments.

Baseline Data:

Although baseline data and targets are not due until February 2010, our progress data are as follows:

A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
a. Percent of preschool children who did not improve functioning	139	16
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	295	33
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	196	22
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	255	28
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	10	1
Total	N = 895	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	102	11
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	257	28
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	169	19
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	369	41
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	13	1
Total	N=910	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of preschool children who did not improve functioning	152	17
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	255	28
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	168	19
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	324	36
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	7	<1
Total	N=906	100%

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data.

The data indicate that the large majority of children for whom the State had entry and exit data showed improvement in their functioning in all three domains. Table 7.1 reports the percentage of children who improved.

Table 7.1: Percent of Preschool Children Showing Improvement

Developmental Domains	Percent Showing Improved Performance
Positive Social-Emotional Skills	83.4%
Language and Early Literacy	87.4%
Adaptive Behavior	82.5%

Measureable and Rigorous Target:

Targets will be set in 2010.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Training for all PEAs on reporting ECO data via ADE SAIS.	August 2007 and continuing	STaR Team staff
2. Formalize and implement systems fixes within ADE SAIS based on the prior year's analysis of data and processes.	December 2007 and continuing	ECE, IT, and R & E staff
3. Based on prior year's analysis of processes, develop, distribute, and promote the use of the Early Childhood Assessment Manual to assist PEAs efforts to link their assessment systems with SAIS.	August 2007 and continuing	ECE staff
4. Review and analyze data to identify strategies to continue improving its validity and utility.	January 2008 and continuing	ECE and R & E staff
5. Develop and implement statewide assessment training entitled, "Improving the Quality of Your Ongoing Progress Monitoring System".	May 2007 and continuing	ECE staff
6. Incorporate Early Childhood Quality Improvement Practices (ECQUIP) into on-site monitoring procedures.	September 2006 and continuing	ECE staff
7. Continue participation in Part C EC Outcome Data Advisory Committee to align data collection methods and reports.[18]	July 2006 and continuing	ECE and AZEIP staff

[18] This activity discontinued as of FFY 2007 because it does not affect the progress of the Indicator.

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a plan to correct the reporting of data obtained from the *Creative Curriculum Developmental Continuum – Expanded Forerunners* to improve the validity of the data being reported	a) Identify systemic issues involved in making this change		11/1/08 – 1/31/09	ADE/ECSE ADE Information Technology (IT)
	b) Work with the publisher to incorporate changes into on-line analysis		1/1/09 – 3/30/09	ADE/ECSE
	c) Communicate changes to all PEAs utilizing this assessment system		3/1/09 – 6/30/09	ADE/ECSE
2) Develop and implement a multi-dimensional professional development plan to maximize the validity of the data being reported	a) Develop and administer professional development surveys to align compliance-based training needs with needs expressed by the field		11/1/08 – 4/30/09	ADE/ECSE
	b) Map existing training and identify additional objectives for new professional development offerings		11/1/08 – 2/28/09	ADE/ECSE
	c) Identify existing ADE and community-based forums to present existing and new ECO-related training		11/1/08 – 1/31/09	ADE/ECSE
	d) Adapt existing training to distance learning formats such as IDEAL, the ADE's Internet-based professional development platform https://www.ideal.azed.gov/		1/1/09 – 6/30/10	ADE/ECSE ADE Educational Technology
	e) Develop new face-to-face and distance learning offerings		7/1/09 – 6/30/11	ADE/ECSE
3) Develop and implement a plan to redesign the Early Childhood Assessment and Reporting System to address methodological issues impacting reporting for this indicator Note: The ADE is currently in the third year	a) Gather internal ADE stakeholders to analyze the existing methodology and system		1/1/09 – 6/30/10	ADE/ECSE ADE/R&E ADE IT ADE Procurement
	b) Consult with external stakeholders to analyze the existing methodology and system		2/1/09 – 6/30/10	ADE/ECSE
	c) Identify key reporting and evaluation needs, desired assessment features, and professional		1/1/09 – 6/30/10	ADE/ECSE

of a five-year contract with the four assessment publishers.	development considerations			
	d) Initiate any necessary ADE infrastructure modifications and adapt professional development materials		7/1/09 – 12/31/10	ADE/ECSE ADE IT
	e) Develop the scope of work for a request for proposals (RFP) and solicitation process in anticipation of the end of the current assessment contracts in June 2011		2/1/09 – 6/30/10	ADE/ECSE ADE Procurement

Monitoring Priority: FAPE in the LRE

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 disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

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

Overview of Issue / Description of System or Process:

Although ESS collects parent involvement data through multiple mechanisms, the State is using a variation of the Parent Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to gather data relative to this indicator. The survey is attached to this report.

The agency developed a Web-based system for parents to use to submit their responses. If parents do not have access to a computer, they may complete a paper version of the survey that is then entered into the ADE/ESS data base via the Web. The survey is available in both English and Spanish for both the online and print versions. The use of the Web-based system allows school staff to assist parents who may require the survey to be read because of literacy or language needs or who may require support with the computer technology.

Public education agencies (PEAs) that are in Year 2 of the ESS monitoring cycle and districts with enrollment greater than 50,000 provide instructions, confidential user identifications (IDs), and passwords to all of their parents of students with disabilities. PEAs are required to facilitate parent participation by arranging for computer access (e.g., following IEP meetings, at parent nights, and other events which bring parents to the school). Paper copies with self-addressed stamped envelopes must be provided upon request.

The ESS Parent Information Network Specialists (PINS) actively assist PEAs with establishing systems that provide maximum parent participation and they include information about the survey in all parent and agency training opportunities and in their quarterly newsletter. In addition, the Parent Training Institute (PTI) in Arizona assists the ESS in alerting parents to the survey and making their computer resources available when appropriate. ESS instructs school administrators about the Parent Survey at statewide conferences, in newsletters, and through frequent e-mail announcements. The public-at-large has access to the list of participating PEAs and sample surveys through the ESS Web site on the *What's New* page.

The ESS hosts a collaborative single point-of-contact Web site for all parent groups in the State called *Enhancing Arizona's Parent Network* (EAPN). This site is used to promote the survey and to reach additional parents. Each of the 57 EAPN groups is asked to forward information about the survey to their listservs and/or to feature the survey in a newsletter.

The Web survey became available in May 2006; therefore, the State's baseline is calculated on all surveys submitted by parents between that date and December 2006. ESS offers PEAs technical assistance and routine parent response updates to encourage timely and full participation.

Baseline Data for FFY 2005 (2005–2006):

44.9% [N = 1,375 / 3,061] of Arizona's parents of students with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Baseline Data:

The Assessment and Research and Evaluation Sections of the ADE assisted ESS in the analysis of the surveys submitted by parents through the use of the Winsteps measurement software program. Support for the ADE analysis was also provided by the National Center for Special Education Accountability and Monitoring (NCSEAM) staff and contractors through telephone and computer consultation.

The method of analysis identifies a threshold item on the survey that serves as the "cut point"—that is to say, the score at which it can be concluded that a school "facilitates parent involvement as a means of improving services and results for children with disabilities." The threshold item was determined to have a scale score of 600 (out of 800). This means that 44.9% of the Arizona respondents strongly agreed (to very strongly agreed) with the threshold item and by assumption, other items below it. The threshold item on this survey is "The school explains what options parents have if they disagree with a decision of the school."

While the percentage of schools participating in the current survey that reached the standard was only 44.9%, it is rewarding to note that the most commonly occurring rating by parents was the maximum score of 800 (457 / 3,061). Other ratings were fairly evenly distributed across the scale. The mean for all responses for FFY 2005 was 595 with a standard deviation of 140.

The short time frame between the end of the initial data collection period and the due date for the State Performance Plan made full analysis of response rates impractical. However, the ADE/ESS will conduct such analysis and adjust activities to ensure representative response rates among geographic, ethnic, and age groups for the FFY 2006 APR.

FFY	Measurable and Rigorous Target
2006 (2006–2007)	45.0% of parents report schools facilitated parent involvement as a means of improving services and results for children with disabilities
2007 (2007–2008)	46.0% of parents report schools facilitated parent involvement as a means of improving services and results for children with disabilities
2008 (2008–2009)	47.0% of parents report schools facilitated parent involvement as a means of improving services and results for children with disabilities
2009 (2009–2010)	48.0% of parents report schools facilitated parent involvement as a means of improving services and results for children with disabilities
2010 (2010–2011)	50.0% of parents report schools facilitated parent involvement as a means of improving services and results for children with disabilities

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. Review NCSEAM survey to select specific items and finalize content.	Fall 2005	ESS leadership PINS Coordinator
2. Develop Web-based system to collect data.	Fall 2005	IT programmer
3. Create alternate means to respond to survey.	Fall 2005	ESS leadership PINS Coordinator
4. Translate survey into Spanish and determine how other languages will be accommodated.	Winter 2006	Translators ESS leadership PINS Coordinator
5. Establish baseline and transitional targets based on initial test data.	Winter 2006	ESS leadership SEAP
6. Report to the public.	Annually in late fall beginning in 2006	ESS leadership
7. Conduct survey with PEAs in year two of the ESS monitoring cycle.	Fall 2006 and continuing	IT programmer ESS leadership PINS Coordinator
8. Review and revise baseline data, targets, and improvement activities based on full implementation of the parent involvement survey.[19]	Summer 2007	IT programmer ESS leadership PINS Coordinator
9. Incorporate a Parent Participation cluster into the ESS monitoring system including compliance items and a root cause analysis for PEAs with below average parent ratings or poor response rates.	Summer 2007 for implementation in fall 2007 and continuing	Monitoring Team ESS leadership PINS Coordinator
10. In conjunction with the SEAP, analyze data at State level; compile simple, user-friendly reports.[20]	Fall 2007 and continuing	IT programmer ESS leadership PINS Coordinator

[19] New activities 8–11 added in FFY 2005.
[20] This activity is discontinued for FFY 2007 because data analysis is done by ADE/R&E with stakeholder review and input from SEAP.

Improvement Activities	Timelines	Resources
11. Provide TA to PEAs re: parent involvement data in order to promote improvement strategies/activities.	Annually in winter, spring, and summer	PINS Coordinator ESS specialists
12. Promote knowledge of parent training and counseling available through the PINS, Raising Special Kids, and PEAs.[21]	Fall 2008 and continuing	ESS Leadership PINS EAPN

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase number of survey responses from parents of all races/ethnicities and age groups to ensure survey responses are representative of the State special education population	a) Advise PEAs of effective communication strategies with families about the importance of survey feedback via bi-monthly phone, email, and/or on-site consultation with participating PEAs		9/1/08 – 6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists
	b) Explain and/or demonstrate the survey process to parents and educators through survey workshops or parent events designed to encourage survey responses, and post monthly response rate tallies for PEAs to self-monitor their progress		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Arizona Parent Survey data collection system ADE/ESS Parent Survey public awareness Web site (www.azed.gov/ess/parentsurvey)
	c) Develop and distribute public awareness announcements promoting the Parent Survey to agencies and organizations who serve families		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists (www.azed.gov/ess/pinspals) Enhancing Arizona's Parent Networks (www.azeapn.org)
	d) Review existing technical assistance documents and/or participate in Indicator 8 technical assistance activities to augment the Arizona Parent Survey process as a means to improve statewide		9/1/08-6/30/11	ADE/ESS PIN Coordinator MPRRC Web site and teleconferences Technical Assistance Alliance of Parent Centers

[21] New activity added for FY 2007.

	response and parent involvement rates			(www.taalliance.org)
2) Increase awareness of training, consultation, and resources available statewide to facilitate parent involvement in the special education process	a) Develop and maintain curricula to increase parent knowledge of the special education process and effective parent involvement strategies		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Technical Assistance Alliance of Parent Centers (www.taalliance.org) National Dissemination Center for Children with Disabilities (www.nichcy.org)
	b) Utilize the PIN Clearinghouse—a repository of printed and Web-based special education resources and training tools—to inform families about the special education process and opportunities for their involvement		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS PIN Clearinghouse (www.ade.az.gov/ess/specialprojects/pinspals/documents/)
	c) Collaborate with the Arizona PTI, and other agencies and parent organizations, to widely disseminate information about each group's training and events designed to instruct and support families who have children with disabilities		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Raising Special Kids Enhancing Arizona's Parent Networks (www.azeapn.org)
3) Review and enhance PEAs' initiatives designed to facilitate parent involvement	a) Consult with PEAs to address family involvement strengths and needs by using previous Parent Survey data, if available, or other measures the district utilizes to judge parent participation		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists Arizona Parent Survey database system
	b) Develop and implement staff and/or parental consultation, training, and/or distribution of resources to improve PEA parent involvement initiatives		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists

Monitoring Priority: Disproportionality

Indicator 9: Racial / Ethnic Disproportionality

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

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

Overview of the State Performance Plan Development for This Indicator—Revised:

Arizona has struggled with an appropriate way to identify PEAs that have disproportionate representation that is a result of inappropriate identification. The ADE/ESS has worked with multiple groups since 2003 to develop a system that responds to the needs of the State and the OSEP requirements while addressing an actual problem rather than an artifact of school choice and mobility. The groups that have participated in this discussion are:

- PEAs that were identified in the 2003 Annual Performance Report as having elevated weighted risk ratios;
- Mountain Plains Regional Resource Center;
- The Disproportionality Task Force sponsored by the ADE/ESS;
- The leadership of the National Center for Culturally Responsive Educational Systems (NCCRESt); and
- The Arizona Special Education Advisory Panel.

The difficulties stem from several factors:

1. Arizona, as a whole, neither over nor under identifies students of any ethnic group as children with disabilities. The risk ratios (RR) for the State cluster tightly around the ideal 1.0 RR for each ethnicity, which indicate that students are being identified for IDEA services at a rate that is expected for the population.
2. The population of the State is highly mobile with large increases in residents each year from multiple States and countries.
3. The population of school-aged children within the State is highly mobile with approximately 31% of students enrolled in charter schools and 15% enrolled in district schools moving from one school to another within the same school year or at the beginning of the following school year.
4. The State is a leader in school choice, both in the number of charter schools available to families and in the open enrollment statutes within and between districts.

The challenge for ADE/ESS has been to develop an analysis method for disproportionate representation that identifies the PEAs where an authentic problem exists and that does not lead to unintended consequences (such as discouraging enrollment of certain ethnic groups or classifying children just to increase or decrease the PEA's weighted risk ratio).

Overview of Issue / Description of System or Process as revised for FFY 2006:

Arizona has elected to use the electronic spreadsheet provided by Westat Research Corporation to analyze §618 ethnicity by disability data to identify PEAs with disproportionate representation of racial and ethnic students aged 6–21 in special education that may be a result of inappropriate identification. Following the submission of the State Performance Plan revision for FFY 2005, OSEP informed the State that the procedures outlined in that plan were not responsive to the requirements of the indicator and directed Arizona to revise its analysis to include all ethnic groups and both over and under identification.

In order to comply with the OSEP requirements, Arizona is making significant modifications to its procedures for identifying PEAs with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification. The following procedures were used to identify the PEAs for which an investigation of appropriate policies, procedures, and practices for identification was in order. The State is submitting new baseline information for FFY 2005 based on these procedures.

Initial PEA selection procedures:

- White, Asian, Native American, Hispanic, and Black ethnic/racial groups were analyzed for both over identification and under identification.
- School districts and charter schools (that are classified as Arizona PEAs) were considered in the analysis.
- The definition and criteria for the investigation of disproportionate representation in special education that are a result of inappropriate identification was triggered by two-year trend data showing a Weighted Risk Ratio (WRR) of 3.0 or higher for over identification and .33 or lower for under identification in any cell when that cell has a population of 10 or more students for both years.

Investigation procedures to determine disproportionate representation:

- IDEA-compliant policies and procedures are required prior to eligibility for Part B funding, thus the ADE/ESS investigation regarding disproportionality focused on PEA practices.
- The results of PEA monitorings were used to determine the appropriateness of identification procedures. PEAs in substantial compliance with child find and evaluation (for under identification) or evaluation (for over identification) were considered to have appropriate identification procedures.
- PEAs that were not in substantial compliance with child find and evaluation (for under identification) or evaluation (for over identification) were considered to have inappropriate identification procedures and were required to develop and implement a plan to correct noncompliance.
- ADE/ESS staff monitors the progress of each PEA to ensure that correction occurred within one year of the identification of the noncompliance. Once full compliance is demonstrated by a PEA, the PEA is removed from the group of PEAs with disproportionate representation that is a result of inappropriate identification policies, procedures, or practices.
- PEAs that have participated in this investigation and have been found to have appropriate policies, procedures, and practices will not have to engage in a subsequent investigation until a regularly scheduled monitoring unless the pattern of disproportionality changes over time or the PEA modifies its identification procedures.

Overview of Issue / Description of System or Process as Revised for FFY 2007:

Revision of Definition of Disproportionate Representation

Arizona revised the definition of disproportionate representation for FFY 2007. The revised definition of disproportionate representation is a weighted risk ratio of 3.00 or above for over representation and 0.30 or below for under representation, using a cell size of 30 for the target racial/ethnic group and 30 for the other racial/ethnic groups. The data are analyzed annually and PEAs flagged each year. When a PEA is flagged, then the policies, procedures, and practices of the PEA are reviewed annually to determine if the disproportionate representation is the result of inappropriate identification.

Table 9.1: Revised Definition to Flag PEAs for Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	# of Students in Target Racial/Ethnic Group	# of Students in Other Racial/Ethnic Groups in Special Education and Related Services
Over representation	3.00 and above	30	30
Under representation	0.30 and below	30	30

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that says: "The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance."

Review of Practices

On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State's monitoring process if the

PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

Baseline Data for FFY 2005 (2005–2006) Revised:

0.0% of Arizona PEAs had disproportionate representation of racial and ethnic groups in special education and related services that was a result of inappropriate identification. [N = 0 / 549]

Discussion of Baseline Data:

Arizona met its target of having no PEAs with disproportionate representation in special education that was a result of inappropriate identification practices. While it is difficult to ascertain whether or not any over/under representation is a direct result of the inappropriate practices identified through monitoring, for the purposes of this report that assumption is made.
Arizona has elected to use the same definition for "disproportionate representation" and for "significant disproportionality" in order to minimize confusion within the State and to maximize the efforts of the ADE/ESS staff in completing the required reviews of policies, procedures, and practices. ADE/ESS ensures that the PEAs with a WRR ≥ 3.0 reserve the maximum amount of their Part B allocation for early intervening services regardless of the appropriateness of procedures.

Table 9.2: Number of PEAs with Disproportionate Representation by Ethnicity in FFY 2005

WRR standard	American Indian	Asian	Black	Hispanic	White
≥ 3.0	2	0	1	0	2
Additional over representation within above PEAs					
< .33	1	0	0	2	0
Additional under representation within above PEAs					

Table 9.3: Status Report PEAs with Disproportionate Representation by Race / Ethnicity

WRR standard	American Indian	Asian	Black	Hispanic	White
≥ 3.0	2 PEAs: Disproportionality not a result of inappropriate practices		1 PEA: Disproportionality not a result of inappropriate practices		2 PEAs: Disproportionality not a result of inappropriate practices
< .33	1 PEA: Disproportionality not a result of inappropriate practices			2 PEAs: Disproportionality not a result of inappropriate practices	

In summary, the status of the 8 PEAs represented in Tables 9.2 and 9.3 is:

- In 8 PEAs, the disproportionate representation was not a result of inappropriate policies, procedures, or practices. These PEAs are not included in the numerator for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	

2006 **(2006–2007)**	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
2007 **(2007–2008)**	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
2008 **(2008–2009)**	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
2009 **(2009–2010)**	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
2010 **(2010–2011)**	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. Calculate agency-level weighted risk ratios (WWR) for enrollment in special education by ethnicity for all PEAs.	Spring 2005 and continuing	ESS data staff ADE research specialist
2. Identify agencies with the highest risk factors for inappropriate disproportionality using the formula noted above in the description of system or process.	Summer 2005	ESS leadership
3. Consult with NCCRESt to enhance Arizona's existing disproportionality analysis tool.	Winter 2006	ESS leadership NCCRESt
4. Revise the ESS monitoring system to require agencies with 3 or more points to focus on the compliance requirements most closely related to disproportionality (as extracted from the OSEP Related Requirements document).[22]	Spring 2006	ESS monitoring team ESS programmers
5. Require agencies that are in Year 4 of the ESS monitoring cycle and have 3 or more points to complete a disproportionality analysis tool and submit it to the ESS.	Spring 2006 and continuing	ESS leadership Agency staff
6. Identify agencies with the highest risk factors for inappropriate identification practices and advise them of their status.	Summer 2006 and continuing	ESS leadership

[22] Activities 4–10 are either modified or added in FFY 2005.

Improvement Activities	Timelines	Resources
7. Identify any agency that, following an on-site review and submission of the analysis, is determined to meet the definition of "disproportionate representation that is a result of inappropriate identification."[23]	Fall 2006 and continuing	ESS leadership after consultation with the SEAP
8. Establish a statewide Response to Intervention (RTI) system to facilitate effective pre-referral interventions.	Spring 2006	RTI specialist ESS leadership
9. Require identified agencies to budget 15% of their IDEA grant for early intervening services for disproportionate groups.[24]	Spring 2007 and continuing	ESS Grants Management Unit
10. Provide "enhancement" points to agencies with disproportionate representation in the application process for RTI participation.	Spring 2007	CSPD and ESS Grants Management Unit
11. Build support for addressing disproportionality into the State's application for the continuation of the State Improvement Grant.	Spring 2007	CSPD staff
12. Revise standards for determining disproportionate representation, including revised baselines for FFY 2005.[25]	Summer 2007	ESS Leadership
13. Evaluate effectiveness of early intervening services on disproportionality data.[26]	Spring 2008 and continuing	ESS leadership

The following is a new improvement activity added for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a system for PEAs that are flagged as at risk for disproportionate representation	a) Analyze data on an annual basis to flag PEAs that have: (i) WRR equal to 2.5 and above for over representation (ii) WRR equal to 0.40 and below for under representation		7/1/09 – 8/1/11	ADE/ESS Directors and Program Specialists ADE Research and Evaluation MPRRC
	b) Notify PEAs on an annual basis that are flagged as at risk for		8/1/09 – 9/1/11	ADE/ESS Directors

[23] Activity 7 was deleted in FFY 2006 in response to OSEP requirements.
[24] Activity 9 was deleted in FFY 2006 in response to OSEP requirements.
[25] Activity 11 added in FFY 2006.
[26] Activity 13 discontinued for FFY 2007 because the differences have been clarified for the ADE/ESS between requirements for EIS and the SPP/APR requirements.

	disproportionate representation			
	c) Provide assessment tools and guidelines on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		9/1/09 – 12/1/11	ADE/ESS Directors
	d) Provide resources to PEAs on an annual basis that are flagged as at risk for disproportionate representation		10/1/09 – 12/31/11	ADE/ESS Directors

Monitoring Priority: Disproportionality

Indicator 10: Racial / Ethnic Disproportionality by Disability

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

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Overview of Issue / Description of System or Process:

The same system of identification of potential over and under representation of racial and ethnic groups in the general population of students with disabilities was used to identify potential over and under identification of race/ethnicity by disability in the required subgroups (see Indicator 9).

Overview of Issue / Description of System or Process as Revised for FFY 2007:

Revision of Definition of Disproportionate Representation

Arizona revised the definition of disproportionate representation for FFY 2007. The revised definition of disproportionate representation is a weighted risk ratio of 3.00 or above for over representation and 0.30 or below for under representation, using a cell size of 30 for the target racial/ethnic group and 30 for the other racial/ethnic groups. The data are analyzed annually and PEAs flagged each year. When a PEA is flagged, then the policies, procedures, and practices of the PEA are reviewed annually to determine if the disproportionate representation is the result of inappropriate identification.

Table 10.1 Revised Definition to Flag PEAs for Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	# of Students in Target Racial/Ethnic Group	# of Students in Other Racial/Ethnic Groups in Special Education and Related Services
Over representation	3.00 and above	30	30
Under representation	0.30 and below	30	30

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that says: "The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance."

Review of Practices

On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State's monitoring process if the PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

Baseline Data for FFY 2005 (2005–2006):

3.8% of Arizona PEAs had disproportionate representation of racial and ethnic groups by disability in special education and related services that was a result of inappropriate identification. [N = 21 / 549]

Discussion of Baseline Data:

Arizona did not meet its target of having no PEAs with disproportionate representation in any disability category that was a result of inappropriate identification practices. While it is difficult to ascertain whether or not any over/under representation is a direct result of the inappropriate practices identified through monitoring, for the purposes of this report that assumption is made.

ADE/ESS ensures that the PEAs with a WRR ≥ 3.0 reserve the maximum amount of their Part B allocation for early intervening services as required by CFR §300.646 (b)(2) regardless of the appropriateness of their policies, procedures, and practices.

Table 10.2: Number of PEAs with Disproportionate Representation by Ethnicity / Disability

WRR standard	American Indian	Asian	Black	Hispanic	White
≥ 3.0	5 SLD 1 SLI 3 MR	0	3 MR 2 SLD 1 ED	1 SLD 2 SLI 1 MR 1 ED	2 OHI 17 ED 4 SLD 8 SLI 6 A 2 MR

Additional over representation within above PEAs			*1 ED*		*1 A*
< .33	0	0	0	6 ED 2 SLD	2 SLD
Additional under representation within above PEAs				*8 ED* *1 OHI* *2 A*	

Table 10.3: Status Report on PEAs with Disproportionate Representation by Race / Ethnicity [27]

WRR standard	American Indian	Asian	Black	Hispanic	White
≥ 3.0	6 PEAs: Disproportionality not a result of inappropriate practices **2 PEAs: Noncompliant practices corrected** **1 PEA**: **Noncompliant practices but 1 year timeline for correction not yet reached**		5 PEAs: Disproportionality not a result of inappropriate practices **1 PEA: Noncompliant practices corrected**	3 PEA: Disproportionality not a result of inappropriate practices **1 PEAs: Noncompliant practices corrected** **1 PEA**: **Noncompliant practices but 1 year timeline for correction not yet reached**	28 PEAs: Disproportionality not a result of inappropriate practices **6 PEAs: Noncompliant practices corrected** **5 PEAs: Noncompliant practices but 1 year timeline for correction not yet reached**
< .33				5 PEAs: Disproportionality not a result of inappropriate practices **3 PEAs: Noncompliant practices but 1 year timeline for correction not yet reached**	1 PEA: Disproportionality not a result of inappropriate practices **1 PEA: Noncompliant practices corrected**

In summary, the status of the 69 PEAs represented in Tables 10.2 and 10.3 is:

- In 48 PEAs, the disproportionate representation was not a result of inappropriate policies, procedures, or practices. These PEAs are not included in the numerator for this indicator.
- In 11 PEAs, disproportionate representation and inappropriate practices coexisted, however the PEA has corrected the practices; therefore any disproportionality that continues to exist is not considered to be a result of inappropriate practices. These PEAs are included in the numerator because they had inappropriate practices at the time of the monitoring and data collection for FFY 2005.
- In 10 PEAs, disproportionate representation and inappropriate practices coexist and the PEAs are in the process of correcting their practices but the one-year deadline for correction has not yet been reached. These PEAs are included in the numerator. The ADE/ESS will report on the status of these PEAs in the FFY 2007 APR.

[27] PEAs in bold are included in the numerator for the baseline calculations.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	
2006 (2006–2007)	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2007 (2007–2008)	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2008 (2008–2009)	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2009 (2009–2010)	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2010 (2010–2011)	0% of Arizona's districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. See activities outlined for Indicator # 9.		

The following is a new improvement activity added for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a system for PEAs that are flagged as at risk for disproportionate representation	a) Analyze data on an annual basis to flag PEAs that have: (i) WRR equal to 2.5 and above for over representation (ii) WRR equal to 0.40 and below for under representation		7/1/09 – 8/1/11	ADE/ESS Directors and Program Specialists ADE Research and Evaluation MPRRC
	b) Notify PEAs on an annual basis that are flagged as at risk for disproportionate representation		8/1/09 – 9/1/11	ADE/ESS Directors

	c) Provide assessment tools and guidelines on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		9/1/09 – 12/1/11	ADE/ESS Directors
	d) Provide resources to PEAs on an annual basis that are flagged as at risk for disproportionate representation		10/1/09 – 12/31/11	ADE/ESS Directors

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Evaluation Timelines

Percent of children with parental consent to evaluate who were evaluated within 60 days (or State-established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

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

b. # determined not eligible whose evaluations were completed within 60 days (or State-established timeline).

c. # determined eligible whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a, but not included in b or c. Indicate the range of days beyond the timeline and any reasons for the delays.

Percent = *b* + *c* divided by *a* times 100.

Overview of Issue / Description of System or Process:

For information on the selection of PEAs for monitoring, refer to Indicator 15.

The data for this indicator are collected through the ESS monitoring system. The 60-day timeline for initial evaluations is measured from parental consent for the collection of additional data to the date of the eligibility determination on the sampled files. During the FFY 2005, ESS monitored the files of only those students found eligible for special education; therefore, the data reported below are based on eligible children only. Because evaluation teams do not know in advance which children will be found eligible, it is presumed that the timelines for children ultimately found not to be eligible mirrors the timelines of the eligible students. The monitoring system has been adjusted for the 2006–2007 school year to include a sample of children who were evaluated and found to be not eligible to ensure that the reporting on this indicator addresses both groups of students.

Baseline Data for FFY 2004 & FFY 2005:

Year	# of initial evaluations	# completed within 60 days of consent	Percent compliant
FFY 2004	618	505	82%
FFY 2005	672	577	86%

Discussion of Baseline Data:

Of the 672 initial evaluation files reviewed during the FFY 2005 monitoring, 86% met the 60-day requirement for evaluation. While this does not reach the target of 100%, it might be considered a respectable figure given that the 60-day timeline is a new federal requirement.

The ESS monitoring system was modified for FFY 2005 to include a root cause analysis when a PEA did not meet the 100% compliance status. In addition, the monitoring system now requires that 100% compliance on this requirement be demonstrated either through extensive file sampling or data base

analysis prior to closing out a PEA's monitoring. Information regarding the specific reasons for delays will be available for the FFY 2006 Annual Performance Report; however, anecdotal reports indicate that delays are caused by staff availability issues, inadequate tracking systems, parentally-caused delays, and the need for medical or other highly specialized evaluations that are difficult to schedule quickly.

FFY	Measurable and Rigorous Target
2006 **(2006–2007)**	100% of children with parental consent to evaluate were evaluated within 60 days
2007 **(2007–2008)**	100% of children with parental consent to evaluate were evaluated within 60 days
2008 **(2008–2009)**	100% of children with parental consent to evaluate were evaluated within 60 days
2009 **(2009–2010)**	100% of children with parental consent to evaluate were evaluated within 60 days
2010 **(2010–2011)**	100% of children with parental consent to evaluate were evaluated within 60 days

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. Amend monitoring procedures to consider 60-day timelines for initial evaluations only.	Summer 2005	ESS Monitoring Team
2. Enhance corrective action plan development to require a review of student files for the reasons the 60-day requirements were not met and the implementation of actions to overcome the identified reasons.	Fall 2005–spring 2006	ESS specialists
3. Amend monitoring system to include the review of files of students who were found not eligible for special education.	Spring 2006 for fall 2006 implementation	ESS Monitoring Team
4. Enhance the System for Utilizing Peers in Program Organization, Review, and Technical Assistance (SUPPORT) Cadre membership to assist schools in evaluation procedures related to timelines.	Fall 2007	ESS CSPD Support Cadre

Improvement Activities	Timelines	Resources
5. Consider the inclusion of evaluation timeline data as part of the collection of PEA annual performance data.	Summer 2008	ESS data unit
6. Monitor for PEAs' system of tracking evaluation timelines.	Fall 2009	ESS Monitoring Team

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise ADE/ESS monitoring process and system	a) ADE/ESS Monitoring Team will revise monitoring process and system		5/1/08 – 12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system		1/1/10 – 6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test		7/1/10 – 9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implementation of fully revised system and process		10/1/10	ADE/ESS Monitoring Team
	e) Collect and analyze data from revised monitoring system		10/1/10 – 6/30/11	ADE/ESS Monitoring Team
2) Develop and disseminate a tool for PEAs to track 60-day evaluation timelines	a) Develop evaluation tracking system	8/08		MPRRC ADE/ESS Directors ADE/ESS Specialists SEAP
	b) Disseminate evaluation tracking system		9/1/08 – 6/30/10	ADE/ESS Directors ADE/ESS Specialists
	c) Provide technical assistance to PEAs using evaluation tracking system		9/1/08 – 6/30/11	ADE/ESS Directors ADE/ESS Specialists

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Preschool Transition

Percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their 3rd birthday.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.

b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday.

c. # of those found eligible who have an IEP developed and implemented by their third birthday.

Percent = *c* divided by *a* – *b* times 100.

Overview of Issue / Description of System or Process:

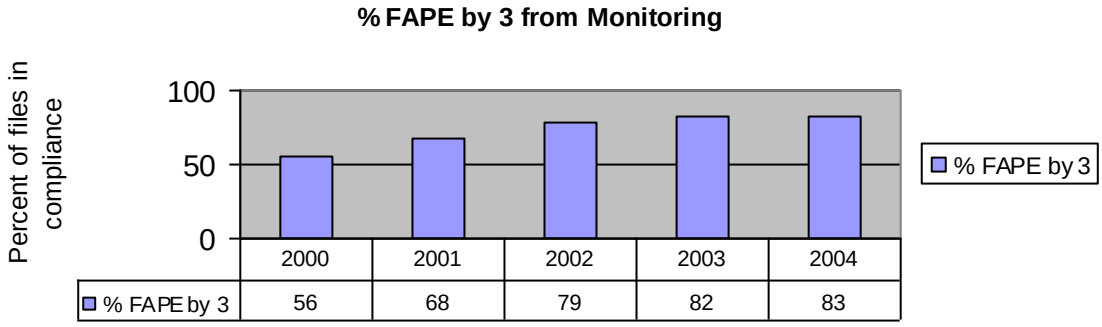
Until September 2004, the interagency agreement between the Arizona Department of Education (ADE) and the lead agency for Part C (the Arizona Early Intervention Program (AzEIP)) allowed children either to transition to a Part B program at age 3 or to remain in the Part C program until a "logical transition point" for the child. The agreement was subsequently revised, with training on the following changes provided during the 2004–2005 school year to ensure children have an IEP developed and implemented by their third birthday:

- AzEIP staff arranges for a transition planning meeting between the time the child is 2.6 yrs. and 2.9 yrs.
- AzEIP representative completes the newly developed Transition Planning Form, which demonstrates compliance with stipulations in the agreement, and provides documentation of the activities, timelines, and responsibilities needed to transition eligible children into Part B by their third birthday.
- FAPE for all eligible children begins by the child's third birthday. However, districts may choose to serve eligible children at 2.9, but must serve them no later than their third birthday.
- Upon completion, the Transition Planning Form is placed in all eligible children's files upon transition into a Part B program.

Baseline Data for FFY 2004 (2004–2005):

ADE/ECE/ESS did not collect data isolating children referred by Part C for Part B eligibility in 2004–2005 through any statewide data collection system. However, the ESS did monitor for compliance with transition requirements, including ensuring FAPE by age three during its standard monitoring cycle. Figure 4 reports the monitoring results over the last five years on this line item.

Figure 12.1: FAPE by Age 3 Monitoring Results



Discussion of Baseline Data:

See Indicator 15 for additional information on the ESS monitoring system.

Prior to 2005–2006, Arizona did not collect data through SAIS on IEP development by a child's third birthday. Beginning in 2005–2006, Arizona modified indicators in SAIS so that PEAs will indicate IEP development by a child's third birthday. Beginning in 2006–2007, SAIS will be further modified so that PEAs will indicate whether or not a child was served in Part C before becoming eligible for Part B services. Both enhancements to SAIS will enable ADE/ECE/ESS to capture data necessary from 100% of PEAs to accurately report on this indicator.

AzEIP is also enhancing their data system by adding the following indicator fields for all children referred by Part C to Part B: "transition meeting date," "date IEP developed," and "preschool start date." These additional fields will provide further checks on data reported by PEAs for this indicator in the future.

FFY 2005 Update to the State Performance Plan:

Prior to the 2005–2006 school year, the only data collection method that Arizona had for this indicator was monitoring statistics. The data reported in the SPP was based on a sample size of 236 files of children who were Part B eligible. With the publication of the requirements for the SPP, this method of calculation was no longer viable as it did not consider the timelines for children who were found ineligible for Part B, nor did it seem to represent sufficient sample size.

To respond to this problem, the ADE/ESS instituted a year-end report (to coincide with the collection of other §618 data) that captured the data as it was required for the SPP. The reporting requirement was extended to all elementary and unified districts in the State, and thus, the data presented in the FFY 2005 APR is no longer based on a sample but on the entire population of children exiting Part C who were referred to Part B.

FFY 2007 Update to the State Performance Plan:

The Arizona Department of Education/Early Childhood Special Education (ADE/ECSE) has established procedures to correct noncompliance that is beyond the one-year timeline. When noncompliance occurs, the ADE/ECSE takes enforcement actions for the PEAs that are unable to demonstrate compliance within one year of written notification.

- Districts that are 90% to 100% compliant are required to submit a letter of assurance that outlines their processes and procedures. The written assurance is documentation the district will be in compliance by end of the next fiscal year when data is collected.
- A notification letter is sent to PEAs that have noncompliance below 90%. A corrective action plan is required that delineates processes and procedures between AzEIP service

coordinators and the school district. The corrective action plan calls for the district to submit monthly data to the ADE/ECSE until three consecutive months of compliance are demonstrated.

- If noncompliance is not corrected in a timely manner (within one year from date of notification), 619 funds are interrupted until full compliance is demonstrated.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	100% of eligible children will transition to Part B by their third birthday
2006 (2006–2007)	100% of eligible children will transition to Part B by their third birthday
2007 (2007–2008)	100% of eligible children will transition to Part B by their third birthday
2008 (2008–2009)	100% of eligible children will transition to Part B by their third birthday
2009 (2009–2010)	100% of eligible children will transition to Part B by their third birthday
2010 (2010–2011)	100% of eligible children will transition to Part B by their third birthday

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Continue providing targeted TA on transition agreement compliance to PEAs as requested or identified through monitoring and data analysis.	Fall 2005–spring 2011	ECE staff AzEIP staff
2. Enhance corrective action plan development as a result of monitoring findings to require the review of student files for the reasons the FAPE by age 3 requirement was not met and the implementation of actions to overcome the identified causes.	Fall 2005–spring 2011	ESS and ECE staff PEA staff
3. Mine data from the enhanced AzEIP data system to validate FAPE-by-age-three information required by OSEP indicators.[28]	Fall 2005–Spring 2007	AzEIP leadership and contracted service providers

[28] This activity has been eliminated after FFY 2006 as the AzEIP data system does not capture the data.

Improvement Activities	Timelines	Resources
4. Modify the EC transition data collection form to include the new requirement to identify those children whose parents were the cause of any transition delay.[29]	Winter 2007	ESS Data Collection Manager
5. Require demonstration of 100% compliance with transition timelines prior to closing any monitoring from the 2005–2006 school year.	Fall 2006–summer 2007	ESS Regional Specialists
6. Publish the EC transition compliance status for all applicable districts through the ADE/ESS Web site.	Winter 2007	ESS Leadership
7. Require districts with significant problems on this indicator to conduct a root cause analysis and develop an improvement plan.	Fall 2007 and continuing	EC Leadership ESS Leadership
8. Revise the interagency agreement with AzEIP to further clarify and define the responsibilities of each agency in the transition process.[30]	Fall 2007	EC Leadership AzEIP Leadership

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Conduct joint ADE/AzEIP "Transition 101" trainings annually for new AzEIP and PEA staff	a) Conduct "Transition 101" trainings annually at the Directors' Institute for new AzEIP and PEA staff		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff PEA Staff
	b) Review and revise resource materials, and disseminate to new AzEIP and PEA staff		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff
	c) Post resource materials on the ADE/ECSE Web site		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff
2) Implement Alert System between Part C and Part B to examine and resolve systemic issues	a) Maintain database to track the number of alerts reported to both ECSE and AzEIP		7/1/08 – 6/30/11	ADE/ECSE Staff
	b) Maintain database to track the number of days for issues to be resolved between AzEIP and PEAs and intervene in a timely manner		7/1/08 – 6/30/11	ADE/ECSE Staff

[29] New activities 5–8 in FFY 2005.
[30] New activity for FFY 2006.

	c) Maintain database to track the reasons an alert was issued and intervene to resolve systemic issues		7/1/08 – 6/30/11	ADE/ECSE Staff
3) Conduct targeted technical assistance to PEAs found to be noncompliant	a) Provide phone and email consultation to PEAs found to be noncompliant		7/1/08 – 6/30/11	ADE/ECSE Staff
	b) Review noncompliant PEAs' policies, procedures, and practices via desk audits and monthly review of data		7/1/08 – 6/30/11	ADE/ECSE Staff

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: High School Transition

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue / Description of System or Process:

Data for the baseline on this indicator are extracted from the ESS monitoring system in effect for the 2004–2005 and the 2005–2006 school years. (See Indicator 15 for a complete description of the ESS monitoring procedures.) Two line items that most closely match the intent of the indicator were selected for each school year to represent the performance of the State.

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Baseline Data:

School Year	Monitoring Line Item	# of data points	# in compliance	% in compliance at on-site	% in compliance within 1 yr
2004–2005	Students needs, preferences, interests identified	838	694	83%	97.6%
	Results-oriented, coordinated transition activities	580	404	70%	96.9%
	Total	**1,418**	**1,098**	**77.4%**	**97.3%**
2005–2006	Students needs, preferences, interests identified	632	532	84.2%	1 year compliance timeline not yet reached. No data available.
	Results-oriented, coordinated transition activities	368	303	82.3%	
	Total	**1,000**	**835**	**83.5%**	

Discussion of Baseline Data:

During the summer of 2005, the ESS Monitoring Team and the transition specialists identified the line items in the existing monitoring system that most closely reflected performance on this indicator so that baseline data could be captured. Additionally, other elements of the monitoring system were targeted for revision so that future data collection would yield the precise information needed to match the indicator. During the 2005–2006 school year, the following adjustments were made to the system:

- Requiring the insertion of student birthdays into the demographics collected during monitoring (fall 2005);
- Revising the process to include an evaluation of IEPs relative to the presence of measurable post-school goals, and;
- Restructuring the post-monitoring requirements to include a root cause analysis when compliance is less than 100% for the line items related to this indicator.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	
2006 (2006–2007)	100% of youth aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2007 (2007–2008)	100% of youth aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2008 (2008–2009)	100% of youth aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2009 (2009–2010)	100% of youth aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2010 (2010–2011)	100% of youth aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Identify items in the existing monitoring system that address the indicator.	Summer 2005	ESS Monitoring Team ESS transition specialists MPRRC staff
2. Train ESS monitors to require the insertion of birth date in the computer program to allow for discrete analysis of items for transition-aged youth.	Fall 2005	ESS Director of Program Support
3. Develop new sample forms for PEAs that support high quality transition planning in the IEP process.	Summer 2006	ESS transition specialists Transition Work Group
4. Utilize and disseminate transition resources listed on the ESS Web site.	Fall 2006	ESS transition specialists PINS
5. Provide funding for Community-Based Transition Teams in urban and rural locations and with Native American and secure care (correctional facility) populations to build local capacity to support post-school outcomes and opportunities.[31]	Fall 2006 and continuing	ESS leadership ADE Procurement
6. Sponsor a Statewide Transition Conference featuring model programs, national experts, and student leadership.	Fall 2006 and continuing	ESS transition specialists ESS leadership
7. Participate with the NASDSE Community of Practice for Transition to enhance ESS awareness of effective practices occurring in other States.	Fall 2006 and continuing	
8. Provide training to PEAs on the development of local interagency planning groups that supports transition.	Winter 2007	ESS transition specialists
9. Train school personnel to develop meaningful, measurable, and individualized IEP transition goals.	Winter 2007 and continuing	ESS transition and regional specialists
10. Enhance monitoring and TA system to provide additional guidance on postsecondary goal determinations.	Summer 2008	ESS Monitoring Team ESS transition specialists

[31] New activities 5–7 in FFY 2005.

Improvement Activities	Timelines	Resources
11. Amend the monitoring system to change the status of the appropriate line items to 45-day items to ensure immediate correction.[32]	Spring 2008	ESS Monitoring Team

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13	a) Identify PEAs in Years 2, 3, and 4 of the monitoring cycle through collaboration with ESS program specialists		7/1/08 – 6/30/11	ESS Transition Specialists ESS Program Specialists
	b) Provide regional trainings on secondary transition IEP requirements		8/1/08 – 6/30/11	ESS Transition Specialists
	c) Analyze pre- and post-training data collected through "Annual Site Visit Log" on 1) writing measurable postsecondary goals and 2) developing transition services/activities to support the postsecondary goals		8/1/08 – 6/30/11	ESS Transition Specialists ESS Program Specialists MPRRC
2) Develop and implement a pilot "Transition Mentor" program	a) Invite PEAs from southern Arizona (targeting PEAs in Year 3 of monitoring cycle) representing urban, rural, and remote geographic areas to select staff to participate in intensive training, collaboration, and ongoing support to bring all IEPs into 100% compliance for Indicator 13		1/1/09 – 2/1/09	ESS Program Specialists ESS Transition Specialists
	b) Host 1.5-day training per semester to gather data on PEA IEPs using NSTTAC Checklist and Arizona Guidesteps. Provide targeted training on: writing measurable postsecondary goals for education/training, employment and, where appropriate, independent living skills; writing measurable annual IEP goals related to the postsecondary goals; developing transition services that focus on improving the academic and functional achievement of the student to facilitate his/her		2/1/09 – 3/31/09 and 8/1/09 – 9/30/09	ESS Transition Specialists ESS Staff MPRRC NSTTAC

[32] New activity added in FFY 2006 revision.

	movement from school to post-school; obtaining parent/age of majority student consent to invite outside agencies; using age-appropriate transition assessments; developing a course of study tied to student's identified postsecondary goals			
	c) PEAs participating in the pilot determine pre- and post-training proficiency levels using monitoring guidesteps		2/1/09 – 12/31/09	ESS Transition Specialists ESS Staff MPRRC
	d) ADE hosts monthly teleconferences for mentors to discuss barriers, progress, and exchange resources		3/1/09 – 12/31/09	ESS Transition Specialists MPRRC
	e) Host Wrap-Up Workshop at end of semester, collect data using NSTTAC Checklist and AZ Guidesteps, and celebrate success		12/1/09 – 12/31/09	ESS Transition Specialists ESS Staff MPRRC NSTTAC
	f) Publish names of mentors in ADE publications, send letters to participating PEA superintendents recognizing staff and outcomes of project		1/1/10 – 6/30/10	ESS Leadership ESS Transition Specialists ESS Staff
	g) When monitored, publish and list on ADE Web site and in publications the PEAs attaining 100% compliance on Indicator 13		10/1/10 – 6/30/10	ESS Leadership ESS Transition Specialists ESS Program Specialists ESS Staff
	h) Make determination on implementing mentor program statewide during 2010-2011 school year		6/1/10 – 6/3010	ESS Leadership ESS Transition Specialists

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: High School Outcomes

Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue / Description of System or Process:

At the time of submission of the original State Performance Plan, Arizona did not have a system in place to collect, analyze, and report postsecondary school outcome data. In order to develop and implement such a system, ESS initiated the following activities:

- Collection of information on existing State data collection systems;
- Review of those systems in terms of their data collection, analysis, and reporting procedures;
- Discussion of this information with the postsecondary school outcome data focus group and the State's Special Education Advisory Panel;
- Participation in teleconferences concerning the collecting of postschool outcome data on youth with disabilities;
- Discussions with the National Center on Secondary Transition and Postsecondary School Outcomes for Students with Disabilities and with Mountain Plains Regional Resource Center;
- Participation in NASDSE's Community of Practice that focuses on secondary transition;
- Participation in national transition summits; and
- Establishment of the Arizona Transition Leadership Team that now has about 30 members who represent the diversity of stakeholders.

The ESS focus group, known as the Post School Outcomes Group (PSO) was composed of individuals from several sections within the Arizona Department of Education, universities, multiple PEAs, other State agencies, and a parent from the Advisory Panel. Mountain Plains Regional Resource Center facilitated the meetings. The purpose of the focus group was to provide options to the State Director for consideration relative to postschool outcome data collection, analysis, and reporting procedures. In order to accomplish this task, the focus group defined terms such as "drop out," "competitive employment,"[33] "enrolled," "minimum *N* size," and "postsecondary school."[34] With input from the PSO group, ADE Research and Evaluation staff, and the SEAP, ESS developed a sampling methodology and Web-based data collection system. As each year of the ESS six-year

[33] Competitive employment has the same meaning as in the Rehabilitation Act.
[34] Postsecondary school means the provision of further education and/or training in such entities as a university, college, community or junior college, vocational/trade school, apprenticeship program, short-term education or employment training program, a military school, or jail/prison school on either a full or part-time basis.

monitoring cycle includes a representative sample of the districts and charter schools and of the geographic and ethnic diversity in the State, it was determined that collecting exiting student contact information during the 1st year of the cycle and student outcomes during the 2nd year of the cycle was the preferred option. PEAs with fewer than 50,000 students will include their entire exited special education population in their efforts. Districts with greater than 50,000 students will collect information each year and may choose to sample using a sampling plan approved by the ADE/ESS that meets the sampling requirements of OSEP. To date, the two PEAs with greater than 50,000 students are electing not to sample but to collect data on all students who are school leavers.

The identified PEAs use the ESS-developed student contact questionnaire and guidance document to gather contact information on exiting students. The following year, between April and September, the PEAs contact the exited students to complete a Post-School Outcomes Survey. The youth contacted are those who completed school (graduated) during the prior school year and those who dropped out or aged out during the prior school year or did not return for the current school year. ESS has built into the system an analysis and correction of nonresponses. Technical assistance is provided to those PEAs with inadequate or unrepresentative returns. No personally identifiable information about individual students is disclosed.

Baseline Data for FFY 2006 (2006–2007):

71.3% [N = 631 / 885] of youths with IEPs who were no longer in secondary school were competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Discussion of Baseline Data:

The percent of youth who reported they had been either competitively employed or enrolled in postsecondary school within the year after leaving school was higher than expected given the national data. An analysis of the responses was conducted in order to determine if the baseline data could be considered valid for Arizona.

Using the monitoring cycle sampling methodology noted above, ESS collected data from 49 PEAs for FFY 2006. The PEAs reported on exiters from FFY 2005. The PEAs indicated they had a total of 1098 potential survey responders of which 885 completed the postschool survey. This equates to an adequate response rate of 80.6%. Additional analyses were conducted to determine the representativeness of the sample with regard to ethnicity, disability, gender, and exit status. The following tables reflect these analyses.

Table 14.1: Response Rate by Ethnicity

Ethnicity	Survey Response	State
Asian	1.0%	1.0%
Black (Non Hispanic)	5.8%	6%
Hispanic	28.8%	37.0%
American Indian	10.1%	8.0%
White (Non Hispanic)	54.1%	47.0%

Conclusion: The response rate by ethnicity was sufficiently diverse to be considered adequate although there was a slight under representation of Hispanic and over representation of White leavers in the data.

Table 14.2: Response Rate by Disability

Disability	Survey Response	State
Autism	1.9%	2.8%
Emotional Disability	8.0%	5.5%
Hearing Impairment	2.9%	1.6%
Multiple Disabilities	6.0%	4.8%
Mild Mental Retardation	6.9%	4.8%
Moderate Mental Retardation	3.6%	1.74%
Severe Mental Retardation	< 1.0%	< 1.0%
Other Health Impaired	4.2%	4.4%
Orthopedic Impaired	< 1.0%	< 1.0%
Specific Learning Disabilities	66.6%	47.9%
Speech/Language Impairment	1.1%	18.8%
Traumatic Brain Injury	< 1.0%	< 1.0%
Visual Impairment	< 1.0%	< 1.0%

Conclusion: With the exception of the low response rate for SLI and the elevated response rate for SLD, the response rate was sufficiently diverse to be considered adequate. The State-level incidence rates are calculated on the total population of students aged 6–21 and the surveyed population included only high school students. Because speech impairments are often resolved prior to high school and continuing language difficulties emerge as learning disabilities, this unbalance is to be expected and is consistent with the percent of high school students with speech/language impairments alone (< 1%).

Table 14.3: Response Rate by Gender

Gender	Survey Response	State
Female	32.8%	32.9%
Male	67.2%	67.1%

Conclusion: The response rate was representative.

Table 14.4: Response Rate by Exit Reason

Exit Reason	Survey Response	State[35]
Graduated with a regular diploma	79.5%	51.9%
Reached maximum age	3.5%	2.0%
Dropped out/other[36]	15.1%%	47.0%

Conclusion: The response rate was heavily weighted toward students who graduated with a regular high school diploma. Students who dropped out of school did not respond to the survey in sufficient numbers to be considered adequately represented. As this population is most at risk for not being competitively employed or attending a postsecondary school after exiting high school, this under representation may explain the unexpectedly high baseline.

The ADE/ESS will continue to monitor the response rates and will work with PEAs to ensure adequate representation of all groups. Particular emphasis will be placed on including students who are considered to be drop outs.

[35] Percentages are calculated based only on the 3 exiting options included in the PSO survey.
[36] The category of "other" includes students who left school with a certificate that did not equate to a regular high school diploma.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	
2006 (2006–2007)	
2007 (2007–2008)	71.8% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2008 (2008–2009)	72.3% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2009 (2009–2010)	72.5% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2010 (2010–2011)	73.3% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. Provide ongoing information about reporting requirements during the development and implementation stages to PEAs through the ADE website, electronic mailing lists and meetings.	Ongoing	State transition specialists ESS leadership PEA special education administrators
2. Compare baseline of exit and post-school outcome data to current data annually.	Fall 2007 and continuing	IT programmer State transition specialists ESS leadership
3. Analyze data at State and district level; compile simple, user friendly reports.	Fall 2007 and continuing	IT programmer/analyst ESS transition specialists ESS leadership

4.	Review six-year and annual rigorous and measurable targets that were established from the baseline data.	Fall 2007 and continuing	ESS leadership ESS transition specialists SEAP
5.	Determine the return rates and sample representation (including disability, ethnicity, gender, and age) of State and local results.	Spring 2008	ADE Research & Policy analyst ESS transition specialists ESS leadership
6.	Use focus groups, national transition summits, the AZ Transition Leadership Team, and the Special Education Advisory Panel to develop strategies to correct and improve the PSO processes and outcomes.[37]	Fall 2008 and continuing	ESS transition specialists ESS leadership
7.	Provide regional TA to PEAs re: PSO data in order to promote improvement strategies/activities.	Annually in winter and spring	ESS transition specialists ESS specialists
8.	Provide statewide TA to PEAs re: PSO data at the transition conference in order to promote improved strategies and activities.[38]	Fall 2008 and continuing	ESS transition specialists ESS specialists
9.	Participate with the National Post School Outcomes and with MPRRC to enhance awareness of effective practices.[39]	Fall 2009 and continuing	ESS transition specialists

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide targeted technical assistance to PEAs on the Post School Outcomes (PSO) Survey	a) Use existing data to identify training needs to improve data collection statewide		1/1/09 – 10/1/09	ESS Transition Specialists
	b) Use existing data analysis to identify specific technical assistance needed by a specific PEA to improve their data collection of the Post School Outcomes Survey		1/1/09 – 10/1/09	ESS Transition Specialists ADE Research & Policy Analyst
2) Train Community Transition Teams (CTT) to build local	a) Use current PSO survey data to target PEAs to receive training		2/1/09 – 6/30/09	ESS Transition Specialists

[37] New activity for FFY 2007.
[38] New activity for FFY 2007.
[39] New activity for FFY 2007.

capacity to improve post school outcomes through local interagency work	b) Provide a grant to complete team-building activities to facilitate interagency work		3/1/09 – 7/1/09	ESS Leadership ADE Procurement
	c) Develop team-specific action plans to address priorities identified through a transition needs assessment		2/1/09 – 6/30/10	ESS Transition Specialists University of Kansas
	d) Use current PSO data analysis to identify technical assistance needed to increase data collection		9/30/10 – 12/31/10	ESS Transition Specialists MPRRC
	e) Use PSO data collected after participation in the CTT to show improved post school outcomes		3/1/11 – 6/30/11	ESS Transition Specialists

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: Effective Corrective Action

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = (*b* divided by *a*) times 100.

Overview of Issue / Description of System or Process:

Compliance Monitoring

Exceptional Student Services (ESS) conducts compliance monitoring for IDEA procedural requirements on a six-year cycle. The activities conducted in each of the six years of the cycle for FFY 2004 were as follows:

Year 1: Policy and procedure review (if revised) or verification of no revisions
Year 2: Optional submission and review of PEA forms
Year 3: Training and technical assistance in preparation for on-site monitoring
Year 4: On-site monitoring
Year 5: Technical assistance and training related to any corrective action
Year 6: Continued corrective action closeout for agencies monitored prior to January 15, 2005

The number of PEAs monitored each year of the six-year cycle ranges from 80 to 110 with a regional balance from year to year. Each year of the cycle also has a mix of elementary, unified districts, and high school districts, charter schools, and other agencies (such as secure care, accommodation schools, or State institutions). Except in those PEAs with less than 10 students with disabilities, a stratified sampling methodology is used to select the files to be reviewed for compliance. The sample always represents the range of grade levels, disabilities, and sites served by the PEA. If appropriate, the sample also includes students who have exited special education, been suspended or expelled, or placed in an out-of-PEA placement by the IEP team.

The compliance monitoring system is standards-based with all forms, guide steps, enforcement and reward options, and a sample summary of findings provided to PEAs at the beginning of each school year. Data collection includes file reviews, interviews, surveys, and classroom observations.

There are four monitoring options for PEAs. The specific level for each PEA is determined by ESS in consultation with the PEA by using information from State-established performance indicators, PEA participation rates in ESS trainings, and assessments by the ESS specialist assigned to work with the PEA. The monitoring options are:

- Level 1: Active participation of some PEA staff, but with no independent work. The ESS team is generally larger and more active than the PEA participating staff.
- Level 2: The PEA and ESS work as a team to complete the monitoring with some tasks completed by PEA staff after training by ESS. The ESS team is generally smaller than the PEA team and acts as trainers and verifiers of the PEA work.
- Level 3: PEA leads and works independently in some areas, and ESS staff is on site for other activities. The level of independence is determined in consultation with ESS and the PEA. The ESS specialist assigned to the PEA works with a monitoring coordinator to schedule tasks. The PEA is allowed up to three months to complete all monitoring activities. ESS staff members verify the monitoring findings to ensure validity and reliability.
- Level 4: The PEA team leads and works independently in all areas. ESS verifies findings. The ESS specialist assigned to the PEA ensures that progress toward completion of the monitoring is adequate and verifies the findings periodically during the three months allowed for the monitoring.

Following the January 11, 2005, notification by OSEP that the State must revise its two-year monitoring closeout procedures, the State notified the PEAs of the change in policy. All PEAs with two-year closeout dates completed their cycle by January 31, 2006.

The closeout rates reported in the baseline below reflect the FFY 2003 monitoring year; therefore, a number of agencies have not reached the end of their two-year corrective action timelines.

Performance Monitoring

ADE/ESS monitors the performance of PEAs on critical indicators through analysis of data from multiple sources. Performance data on all appropriate indicators are rank ordered and published. ADE/ESS selects specific areas for further investigation for each PEA monitored during a given year. See Indicator 15 for a complete explanation of the ADE/ESS monitoring system.

Dispute Resolution System

In addition to monitoring, other procedures used to identify IDEA noncompliance in a timely manner are formal complaints, mediations, and due process hearings. ESS employs five State complaint investigators who work under the supervision of the Director of Dispute Resolution. The director assigns incoming complaints, monitors the investigation progress, and reviews and signs all letters of finding.

Upon a finding of noncompliance identified by a complaint investigator, corrective action is ordered in a letter of findings that either requires the immediate provision of services or the immediate cessation of noncompliance, whichever is necessary. The letter also outlines the necessary steps required to prevent the reoccurrence of noncompliance and states what is considered sufficient documentation to ensure that noncompliance has been addressed and to minimize the effects of the violations. ESS employs a Corrective Action Compliance Monitor (CACM) to collect the required documentation, monitor timelines, and provide technical assistance, as necessary.

When both parties to a State administrative complaint agree that a mutually beneficial resolution can be reached without the need for a full investigation, the assigned complaint investigator will assist the parties in reaching an informal resolution. Although no formal resolution agreement is required, if the complaining party indicates that s/he is satisfied with the PEA's response to the complaint, the complaint investigator will issue a withdrawal letter. If the complaining party changes his/her decision and wants the investigation to go forward, the person may notify the ESS Dispute Resolution office within five business days.

During the FFY 2004, Arizona had a two-tiered due process procedure with the first level of hearing conducted by an independent hearing officer assigned by the ESS and agreed to by both parties to the dispute. All hearing officers were attorneys who are knowledgeable about the IDEA and who had been trained yearly through ESS. Appeals to the first hearing level were conducted through the State Office of Administrative Hearings (OAH). These proceedings were held before any one of several administrative law judges who had also been trained in the requirements of the IDEA and related State law and rules.

Beginning in August 2005, Arizona switched from a two-tiered due process system to a single-tier system. Due process hearings are conducted on behalf of the Arizona Department of Education by the OAH. The OAH employs full-time administrative law judges (ALJ), all of whom are attorneys licensed to practice law in Arizona. The ALJs assigned to hear special education due process hearings are knowledgeable about the IDEA and receive yearly training.

Arizona has a system that allows for mediation on any dispute between parents and education agencies—it is not necessary for either to file a request for a due process hearing to utilize mediation services. Mediators are available statewide and have been trained on both mediation strategies and IDEA requirements.

Incentives, Sanctions, and Enforcement

Arizona uses a variety of methods to ensure that all public education agencies meet the requirements of State and federal statutes and regulations related to special education. The following is a listing of the State's enforcement steps that may be imposed:

1. Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of State payments;
2. Assignment of a special monitor or with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools receiving federal funds, a request to begin withholding 10% of State payments;
3. For charter schools, a request to the appropriate board for a notice of intent to revoke the charter;
4. With State Board approval, interruption of Group B—weighted State aid;
5. Referral to the Office of the Attorney General for legal action.

During FFY 2004, the State offered the following incentives for PEAs that exhibited exemplary compliance with IDEA requirements during and after their monitoring.

1. Eligibility for a noncompetitive Capacity Building grant if the PEA was in compliance in four of five monitoring areas, including delivery of services;
2. ADE/ESS—paid team registration for ESS Directors' Institute for closing out all monitoring corrective actions within one year of the exit conference;
3. ADE/ESS—paid registration for one staff member at ESS Directors' Institute for closing out all monitoring corrective actions within two years of the exit conference.

During FFY 2007, the State began offering the following incentive for PEAs that exhibited exemplary compliance with IDEA requirements during and after their monitoring:

- Eligibility for a noncompetitive Capacity Building grant or one paid registration for the ESS Directors' Institute if the PEA was in compliance in four of five monitoring areas, including delivery of services.

Upon a finding of noncompliance identified in a State administrative complaint, corrective action is ordered in a letter of findings. If the corrective action is not submitted in accordance with the letter of findings, the CACM will send one or more of a variety of letters:

1. A Letter of Inquiry to the PEA asking why the corrective action submitted was incomplete or was not submitted, explaining that the PEA must provide a Letter of Explanation.
    - If the explanation is acceptable, the CACM will send a Letter of Understanding outlining any remaining concerns and a new plan of action. If the explanation is unacceptable or the PEA fails to respond to the Letter of Inquiry, the CACM may send a Letter of Concern.
    - If the corrective action documentation was not completed as specified in the Letter of Findings, the CACM will send a Letter of Clarification informing the PEA that the documentation must be revised and assigning a new due date for the revision.

2. If, after the steps outlined above have been taken and the corrective action documentation remains incomplete, has not been received by the ESS, or has not been completed properly, the CACM may send a Letter of Concern to the chief administrator of the PEA. The Letter of Concern outlines the problem, offers assistance to bring the PEA into compliance, and informs the PEA that if compliance is not achieved a Letter of Enforcement is the next step.
3. If the issues outlined in the Letter of Concern are not addressed as required, the CACM sends the chief administrator of the school a Letter of Enforcement indicating that if the school fails to comply with the corrective action required, one or more of the enforcement actions previously noted will occur.
4. Once the corrective action has been received, reviewed, and accepted by the CACM, a Letter of Completion is sent to the school chief administrator. This entire process will take place well within a year.

Baseline Data for FFY 2003* (2003–2004):

Indicator Subsections	Total # monitored	CAP Closed ≤ 1 year
Monitoring findings closed within 1 year	90	53% [N = 48 / 90]
Complaint findings closed within 1 year	39	97% [N = 38 / 39]
TOTAL	129	66.7% [N = 86 / 129]

*These baseline data were recalculated from FFY 2004 as a result of a change in the measurement strategy required by the U.S. Department of Education, Office of Special Education Programs.

Discussion of Baseline Data:

Monitoring

The Office of Special Education Programs (OSEP) provided assistance to States in analyzing compliance monitoring findings relative to each of the federal indicators for the State Performance Plan in a document called the *Part B Related Requirements and Investigative Questions Table*. Arizona used this document to match line items from the State's compliance monitoring system with the appropriate federal requirement. In Table 14 below, the State reports the total number of individual data points and the total number of out-of-compliance findings from the FFY 2003 monitoring for the noted indicator(s).

Arizona tracks the date that each PEA closes out a corrective action plan; therefore, all items have the same "closeout" date within a specific PEA. Column D in Table 15.1 reflects the compliance status on the line items as of one year from the exit conference for all PEAs in the State. This equates to all of the PEAs that were in compliance during the original monitorings plus the 53% of the noncompliant PEAs that were closed out within one year of the monitoring. Thus, the FFY 2004 rate of compliance on all of the PEAs under section A of this indicator was 80.5%.

Table 15.1: Monitoring Data Analysis for FFY 2003

SPP Indicator	A Sum of PEAs reviewed	B Sum of PEAs with findings	C # Corrected in 1 year	D % Compliance in 1 year
1. Graduation 2. Dropout 13. Transition Plans 14. Secondary Outcomes	196	94		
3. Statewide Assessments	246	64		
4. Suspension	27	4		
5. LRE 6–21 6. LRE 3–5	591	281		
12. In-by-3	35	10		
PEAs monitored in FFY 2003				
# Closed within 1 year of exit conference				
% CAPS closed within 1 year				
TOTALS	**1,095**	**453**	**240** (453 X 0.53)	**80.5%** (A–B+C÷A)

Table 15.2 reflects the compliance status on all other ESS federal monitoring requirements not reported in Section A above. The percentage reported in column D reflects the FFY 2004 compliance rate when all of the Section A items and all State-only requirements are subtracted.

Table 15.2: Compliance Unrelated to Monitoring Priorities

All other compliance requirements	ESS Monitoring Sections	A # reviewed	B # with findings	C # Corrected in 1 year	D % Compliance in 1 year
Child Find Evaluation IEP Service Delivery Procedural Safeguards	5	432	340	180 (340 X 53%)	63% (A–B+C÷A)

Dispute Resolution

There was one agency that did not correct its noncompliance within one year of identification. The particular agency was found noncompliant system-wide and was issued significant corrective action. Due to the necessity for system-wide changes, the agency was given an extended period of time to complete the corrective action.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	100% of corrective actions completed within one year of identification
2006 (2006–2007)	100% of corrective actions completed within one year of identification
2007 (2007–2008)	100% of corrective actions completed within one year of identification
2008 (2008–2009)	100% of corrective actions completed within one year of identification
2009 (2009–2010)	100% of corrective actions completed within one year of identification
2010 (2010–2011)	100% of corrective actions completed within one year of identification

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities for Monitoring	Timelines	Resources
1. Notify all agencies of the OSEP requirement that all CAPs be cleared within one year.	January 2005	ESS Director of Program Support
2. Emphasize at all exit conferences the one-year closeout requirement.	Winter 2005 and continuing	ESS specialists
3. Modify the ESS monitoring system to accurately capture the closeout status of all monitorings on an ongoing basis.	Summer 2005	ESS programmers
4. Add a “close out due” notification letter to be sent to all PEAs 45–60 days prior to the expiration of their one year.	Fall 2005	ESS specialists
5. Continue to require intensive TA to all PEAs unable to close out within one year.	Ongoing	ESS specialists
6. Copy the president of the school board and the business manager of the PEA on first warning letter regarding fund interruption.	Spring 2006	ESS specialists
7. Provide a copy of the corrective action plan to the president of the school board when a PEA is out of compliance in more than two areas.	Winter 2006	ESS Director of Program Support

Improvement Activities for Monitoring	Timelines	Resources
8. Continue to implement progressive enforcement activities for failure to complete corrective action items.	Ongoing	ESS leadership Charter School Board leadership
9. Train monitoring staff on what to look for in one-year closeouts as systemic change may not be observable in one year.	Summer 2006	ESS Monitoring Team
10. Continue to provide incentives to close out in one year and add an incentive for nine-month closeout.[40]	Summer 2007	ESS leadership
11. Develop a status update form for use at nine month date.	Summer 2008	ESS Monitoring Team
12. Require PEAs to provide status update to specialist three months prior to closeout date.[41]	Fall 2008	ESS leadership
13. Continue involvement of ADE/ESS staff with MPRRC regional monitoring conference calls and meetings.	Fall 2007 and continuing	ESS leadership
Improvement Activities for Complaint Investigation	**Timelines**	**Resources**
1. Continue established tracking system to monitor submission of required corrective actions.	Summer 2005 and continuing	CACM coordinator
2. Modify procedures so that corrective action orders that allow the school greater than one year to complete will no longer be issued.	Fall 2005 and continuing	Complaint investigators
3. Train a backup CACM coordinator so that no interruption of oversight could occur.	Summer 2006	CACM coordinator
4. Continue involvement of dispute resolution staff in regional mediation, due process hearing and complaint investigation conference calls and regional meetings.[42]	Fall 2007 and continuing	ESS leadership

[40] This activity discontinued as of FFY 2007 because incentives are provided on an informal basis.
[41] This activity discontinued as of FFY 2007 because the ADE/ESS program specialists provide the updates.
[42] This activity discontinued as of FFY 2007 because the ESS Dispute Resolution Director keeps the investigators informed and involved, and all are aware of the timelines associated with this indicator.

The following are new improvement activities for FFY 2007.

Monitoring

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise ADE/ESS monitoring process and system to streamline tracking, verification, and reporting of noncompliance and correction	a) ADE/ESS Monitoring Team will revise monitoring process and system		5/1/08 – 12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system		1/1/10 – 6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test		7/1/10 – 9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implementation of fully revised system and process		10/1/10 – 6/30/10	ADE/ESS Monitoring Team
	e) Collect and analyze data from revised monitoring system		10/1/10 – 6/30/11	ADE/ESS Monitoring Team

Complaint Investigation

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Update procedures within the Dispute Resolution Unit to ensure noncompliance is continually corrected and verified within the one-year timeline	a) Update procedures to track correction and verification of noncompliance	7/1/08		ADE/ESS Director of Dispute Resolution
	b) Implement updated procedures to track correction and verification of noncompliance		8/1/08 – 6/30/09	ADE/ESS Director of Dispute Resolution
	c) Analyze system information to determine if procedures are ensuring noncompliance is corrected and verified within the one-year timeline		7/1/09 – 6/30/10	ADE/ESS Director of Dispute Resolution

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Complaint Investigation Timelines

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue / Description of System or Process:

ESS employs five State complaint investigators who work under the supervision of the Director of Dispute Resolution. The director assigns incoming complaints, monitors the investigation progress, and reviews and approves all letters of finding.

At the outset of each complaint investigation, both the PEA and the complaining party are informed of the option to utilize mediation to informally resolve the dispute. If the parties are able to resolve the dispute through mediation, or another form of informal dispute resolution, the complaint is considered resolved and is not further investigated.

Baseline Data for FFY 2004 (2004–2005):

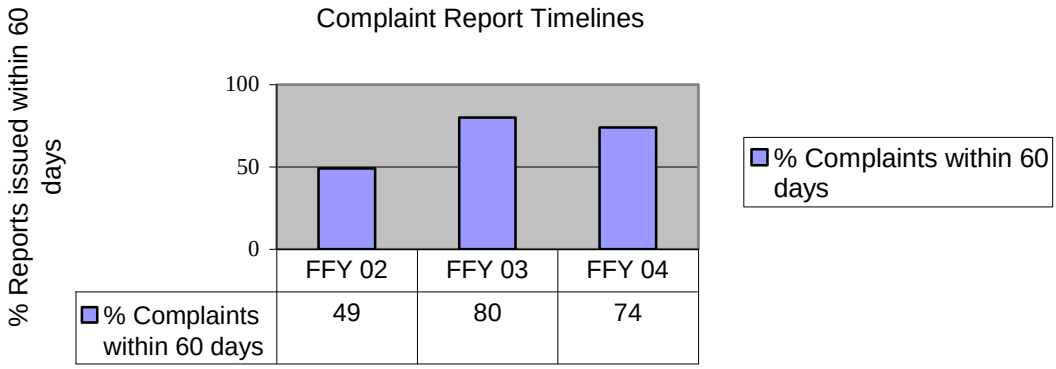
73.9 % of complaints were completed within 60 days or the extended timeline in FFY 2004.

Discussion of Baseline Data:

Arizona receives a high volume of State administrative complaints—generally about 150 per year. Each of the five full-time complaint investigators, at any given time, investigates between three and six complaints. Although the goal is to issue a Letter of Findings within the mandated 60-day time frame, an extension can be granted if it becomes apparent that a complaint will not be completed within the 60 days. Typical reasons for the granting of an extension are as follows: unavailability of relevant parties for interviews (often due to breaks in the school year) or an extraordinarily large volume of documentation. Extensions range from one week to 30 days.

The main reason for the 73.9% timeliness figure stems from complaints being filed with the timelines coming due during extended school break periods. The complaint investigators are finding it increasingly difficult to contact relevant school personnel or obtain necessary documentation, particularly during the summer break. Even with the use of extensions, it was not possible to issue all Letters of Findings within the required time frame. Steps (discussed below) are being taken to address this challenge and remedy the lack of timeliness. Figure 16.1 indicates the timeliness rate of the issuance of complaint findings over the last three years.

Figure 16.1: Complaint Timelines



FFY	Measurable and Rigorous Target
2005 (2005–2006)	100% of State complaints findings issued within 60 days of receipt
2006 (2006–2007)	100% of State complaints findings issued within 60 days of receipt
2007 (2007–2008)	100% of State complaints findings issued within 60 days of receipt
2008 (2008–2009)	100% of State complaints findings issued within 60 days of receipt
2009 (2009–2010)	100% of State complaints findings issued within 60 days of receipt
2010 (2010–2011)	100% of State complaints findings issued within 60 days of receipt

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Add a new paragraph to each Letter of Acknowledgement outlining ADE's expectation that the parties to the complaint will provide the investigator relevant documentation and make the necessary individuals available for interviews or risk the Letter of Findings being written without their input.	Fall 2005 and ongoing	ESS Director of Dispute Resolution ESS Dispute Resolution Coordinator

Improvement Activities	Timelines	Resources
2. Establish a reminder system to alert the complaint investigator a week prior to a complaint due date that the 60-day timeline is about to expire. The investigator will be granted an extension prior to the timeline running out if one is justified.	Fall 2005 and ongoing	ESS Director of Dispute Resolution ESS Dispute Resolution Coordinator
3. Analyze work flow quarterly and adjust assignments as necessary between offices and investigators.	Summer 2006 and continuing	ESS leadership Dispute Resolution Director
4. Establish a system of assigning due dates to ensure that the complaint due date falls on a business day rather than a weekend or holiday.[43]	Spring 2007	Dispute Resolution Director

The following is a new improvement activity for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish a system requiring complaint investigators to submit a draft Letter of Findings for review to Dispute Resolution director no more than seven days prior to the 60-day deadline	a) Revise procedures for submission by complaint investigators of draft Letter of Findings for review to Dispute Resolution director		7/1/08 – 12/31/08	ADE/ESS Dispute Resolution Director ADE/ESS Dispute Resolution Coordinator
	b) Implement revised procedures for submission by complaint investigators of draft Letter of Findings for review to Dispute Resolution director no more than seven days prior to the 60-day deadline		1/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director ADE/ESS Dispute Resolution Coordinator

[43] New activity for FFY 2007.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Due Process Hearing Timelines

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue / Description of System or Process:

During FY 2004–2005, Arizona operated under a two-tiered due process system with the first level of hearing conducted by an independent hearing officer assigned randomly by the ESS. All hearing officers are attorneys who are knowledgeable about the IDEA and who have been trained yearly through ESS. Appeals to the first hearing level are conducted through the State Office of Administrative Hearings (OAH). These proceedings were held before any one of several administrative law judges who had also been trained in the requirements of the IDEA and related State law and rules.

Beginning August 12, 2005, Arizona moved from its previous two-tiered due process system to a one-tier system. Under the current system, due process hearing requests are received by ESS and are then immediately forwarded to the Arizona Office of Administrative Hearings (OAH), a State agency charged with conducting administrative hearings and making decisions in contested cases and appealable agency actions for various State agencies. OAH employs full-time administrative law judges (ALJ), four of whom are assigned to hear special education due process hearings. The ALJs are attorneys who are knowledgeable about the IDEA and related State law and rules and are trained yearly through ESS.

Baseline Data for FFY 2004 (2004–2005):

86% within timelines for FFY 2004.

Discussion of Baseline Data:

First tier hearing officers routinely granted extensions based upon mutual agreement of the parties. Because of a concern about the number of extensions being granted, the ESS Director of Dispute Resolution cautioned the hearing officers about unnecessary or unwarranted extensions. However, because hearing officers were independent, extensions continued to be granted and mandated timelines were not always adhered to.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	100% of due process hearing decisions issued within 45 days of filing
2006 (2006–2007)	100% of due process hearing decisions issued within 45 days of filing
2007 (2007–2008)	100% of due process hearing decisions issued within 45 days of filing
2008 (2008–2009)	100% of due process hearing decisions issued within 45 days of filing
2009 (2009–2010)	100% of due process hearing decisions issued within 45 days of filing
2010 (2010–2011)	100% of due process hearing decisions issued within 45 days of filing

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Implement new legislation that changed Arizona to a one-tiered due process system.	August 2005	Arizona Office of Administrative Hearings
2. Propose changes to Arizona Administrative Code rules relating to due process.	Summer 2005	ESS Director of Dispute Resolution State Board of Education
3. Develop due process hearing procedures to outline how timelines will be adhered to.	Winter 2006	ESS Director of Dispute Resolution Arizona Office of Administrative Hearings
4. Provide training to administrative law judges.	Ongoing through 2010	ESS Director of Dispute Resolution MPRRC staff

The following is a new improvement for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish system that requires the Administrative Law Judge to issue a minute entry specifying the "45th day"	a) Revise procedures that require the Administrative Law Judge to issue a minute entry specifying the "45th day"	7/1/08 – 12/31/08		ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings
	b) Implement procedures that require the Administrative Law Judge to issue a minute entry specifying the "45th day" to improve tracking of timelines and to ensure due process hearings are completed within the required timelines		1/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Resolution Session Effectiveness

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue / Description of System or Process:

Arizona PEAs that experience a due process hearing request are complying with the federal requirement to offer the parent an opportunity for a meeting to resolve the due process complaint(s). When the parent agrees to the resolution session, the PEA conducts the meeting with the required participants.

Baseline Data for FFY 2004 (2004–2005):

57.9% [N = 11 / 19] of the hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Discussion of Baseline Data:

There were only 19 resolution sessions held in Arizona during FFY 2005. An informal inquiry into why this is the case revealed that parents who are represented by an attorney are generally advised to request mediation instead of agreeing to a resolution session. The justification for this is that parents and schools have been unsuccessful in the past in resolving the issues on their own and that a third party mediator is necessary in order to make any progress.

FFY	Measurable and Rigorous Target
2006 (2006–2007)	60.0% of the of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements
2007 (2007–2008)	63.0% of the of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements
2008 (2008–2009)	68.0% of the of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements
2009 (2009–2010)	70.0% of the of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements

2010 (2010–2011)	75.0% of the of hearing requests that go to resolution sessions are resolved through resolution session settlement agreements

Improvement Activities / Timelines / Resources:

Improvement Activities	Timelines	Resources
1. Modify ESS Dispute Resolution data base to capture data required by IDEA 2004 regarding resolution sessions.	Winter/spring 2006	IT programmer ESS Dispute Resolution Coordinator
2. Continue to work with the Arizona OAH to develop an efficient interagency data tracking system.	Ongoing	ESS Director of Dispute Resolution Arizona OAH
3. Offer a workshop to PEAs on mediation, negotiation, and facilitation techniques in order to encourage resolution of due process complaints.	Spring 2006	Various private consulting companies
4. Review and analyze results semiannually and modify training and procedures to improve outcomes.	Summer 2006 and continuing	Dispute Resolution Director
5. Develop a feedback system for participants in resolution sessions to determine the reasons for success or failure.	Summer 2007 and continuing	Dispute Resolution Director

The following is a new activity for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop a survey to be given to parties that participate in a resolution session	a) Develop survey	7/1/08 – 9/1/08		ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Field test survey and revise if appropriate		9/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	c) Implement survey for parties that participate in a resolution session		7/1/09 – 6/30/11	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Mediation Effectiveness

Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

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

Overview of Issue / Description of System or Process:

Arizona has a system that allows for mediation of special education related disputes between parents and education agencies—it is not necessary for either to file a request for a due process hearing to utilize mediation services. Mediators are available statewide and have been trained on both mediation strategies and IDEA requirements.

Baseline Data for FFY 2004 (2004–2005):

82% of mediation requests resulted in a mediation agreement.

Discussion of Baseline Data:

It is difficult to explain why only 82% of mediations resulted in a mediation agreement since mediations are conducted by contracted mediators and are confidential. Presumably, some parties are unable to come to resolution and must utilize the due process system to resolve their disputes.

FFY	Measurable and Rigorous Target
2005 (2005–2006)	82.0 of mediation requests resulted in a mediation agreement
2006 (2006–2007)	82.5 of mediation requests resulted in a mediation agreement
2007 (2007–2008)	83.0 of mediation requests resulted in a mediation agreement
2008 (2008–2009)	83.5 of mediation requests resulted in a mediation agreement
2009 (2009–2010)	84.0 of mediation requests resulted in a mediation agreement
2010 (2010–2011)	84.5 of mediation requests resulted in a mediation agreement

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Provide mediation training.	December 2005	ESS Dispute Resolution unit
2. Utilize PINS specialists to discuss value of mediation with parents.	Winter 2006 and continuing	PINS specialists
3. Analyze feedback from mediation survey sent to parties following mediation to determine what ADE can do to improve the mediation system.	Spring 2006 and continuing	ESS Dispute Resolution Coordinator ESS Director of Dispute Resolution
4. Present training sessions at annual Directors' Institute on mediation.	Fall 2006 and continuing	ESS Dispute Resolution unit

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase response rate to mediation survey	a) Train mediators about purpose and distribution of survey		7/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Analyze response rate to mediation survey		7/1/09 – 6/30/10	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
2) Review and revise, if appropriate, mediation survey	a) Review mediation survey and results to determine participant satisfaction and feedback		7/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Revise mediation survey, if appropriate, based on review and analysis		7/1/09 – 9/1/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	c) Implement revised survey		9/1/09 – 6/30/11	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: Reporting Accuracy and Timeliness

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and

B. Accurate

Overview of Issue / Description of System or Process:

Arizona collects December 1 child count, placement, and ethnicity data through a State agency data collection system know as the Student Accountability Information System (SAIS). Public education agencies (PEAs) input student level data for all students into the SAIS system and ADE/ESS extracts the required special education information from that source. SAIS is the system used by school finance to provide State funding to schools; therefore, enrollment data, attendance records, withdrawal notification, and similar data are captured by SAIS. Unique student identifiers are used with the expectation that—at some point—dropout and graduation rates can be calculated by SAIS. The complexity of the system and the fact that it is used for funding purposes has presented some challenges to the “single point in time” concept of the December 1 count, in that PEAs are allowed to amend SAIS data for up to three years in order to capture additional appropriate State funding.

The annual OSEP data requirements that are not collected at the time of the child count are collected through a Web application developed and managed by ADE/ESS. PEAs report cumulative numbers that are reviewed by ADE/ESS personnel, and subsequently verified by the PEAs themselves. ADE/ESS uses this same system to collect performance indicators in a few areas other than those required by OSEP—such as parent satisfaction information and preschool IEP goal attainment.

Baseline Data for FFY 2004 (2004–2005):[44]

Data Element	Due Date	Submission Date		
		2002–2003	2003–2004	2004–2005
Preliminary Child Count	February 1	2/5/03	1/15/04	1/28/05
Preliminary Placement		2/5/03	1/15/04	1/28/05
Final Child Count		7/10/03	7/7/04	7/13/05
Final Placement		7/10/03	7/7/04	7/31/05
Personnel	November 1	10/31/03	10/29/04	10/29/05
Exit		10/31/03	10/29/04	10/29/05
Discipline		10/31/03	10/29/04	10/29/05

FFY	Measurable and Rigorous Target
2005 (2005–2006)	100% of data will be reported accurately and by the deadline
2006 (2006–2007)	100% of data will be reported accurately and by the deadline
2007 (2007–2008)	100% of data will be reported accurately and by the deadline
2008 (2008–2009)	100% of data will be reported accurately and by the deadline
2009 (2009–2010)	100% of data will be reported accurately and by the deadline
2010 (2010–2011)	100% of data will be reported accurately and by the deadline

[44] The dates reported for the 2004-2005 baseline year were in error and are reported correctly in this SPP.

Improvement Activities / Timelines / Resources:

Note: Progress on Improvement Activities is reported in the Arizona Annual Performance Report.

Improvement Activities	Timelines	Resources
1. Improve data integrity checks in Student Accountability Information System (SAIS).	Spring 2005	Data Manager IT programmer/analyst
2. Collaborate with Safe and Drug Free Schools staff to build data set for suspension/expulsion.	Fall 2005	Data Manager Director of Program Support Director of School Safety and Prevention
3. Extract exit data from SAIS.	Summer 2006	Data Manager IT programmer/analyst
4. Collaborate with NCSEAM and with other similarly situated States to improve ESS census verification process.	Fall 2006	Data Manager Director of Program Support
5. Maintain the timeliness of data submission at 100% and review annually, at a minimum, to update/improve accuracy and timeliness.	2007 and continuing	Data Manager Director of Program Support IT programmer/analyst
6. Review ADE/ESS efforts to ensure valid and reliable data through the use of the data standards.	Spring 2007 and continuing	Data Manager Director of Funding
7. Initiate discussions with other ADE divisions with federal reporting requirements that are extracted from SAIS to build rationale for statutory change.	Summer 2007	Associate Superintendents and ADE Management Team
8. Investigate the advantages and disadvantages of moving the federal child count date from December 1 to an earlier date.[45]	Winter—Spring 2008	ESS Leadership School Finance Leadership IT Leadership

[45] New for FFY 2006.

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Review and revision of the ADE Student Accountability Information System (SAIS) to improve timely and accurate special education data	a) ADE/ESS will contribute funds toward the review and revision of SAIS		10/1/08 – 6/30/09	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator
	b) ADE/ESS will meet with Information Technology (IT) staff periodically to revise procedures as necessary and address problems		3/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	c) ADE/ESS will write business rules for the SAIS revisions		7/1/09 – 6/30/10	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	d) ADE/ESS will analyze SAIS operation for timely and accurate collection and reporting of special education data		7/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
2) Refine ADE/ESS procedures for data aggregation	a) ADE/ESS will review and revise internal procedures for processing and reporting special education data		3/1/09 – 6/30/10	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	b) ADE/ESS will analyze and refine internal procedures for processing and reporting special education data		7/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff

Attachment 1: Sample Parent Involvement Survey

Arizona Parent Satisfaction Survey

Greetings!

The Arizona Department of Education, Exceptional Student Services (ADE/ESS) and local schools have a history of commitment to family involvement in the special education process. State and local activities focus on improving outcomes for students by promoting family and school partnerships. Parental feedback is regularly collected in a variety of ways to evaluate the success of education programs.

Our State Performance Plan includes a goal to measure how well your district/school has involved you to improve special education services and results for your child. Your input on the Web-based Parent Survey will help to enhance the relationship you have with your district/school.

This *confidential* survey was developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The results will be tabulated annually for public distribution. Your district/school and family will benefit from knowing how well the needs of special education students and their parents are being met.

Listed below are instructions for the confidential survey. Please take a few minutes to answer questions about how your school has facilitated your involvement as a means to improve special education services and results for your child.

INSTRUCTIONS

- We prefer you complete the survey online at www.ade.az.gov/parentsurvey. It's easy! If that's not possible, complete this form.
- **ALL** of the statements in Section A and 25 questions in Section B must be answered.
- **Enter the confidential survey User ID and Password given to you by your child's school.**
- Check one box - ☑ - for each of the following statements and questions.
- **MAIL** the completed survey in the envelope provided by the school. Your survey will be sent to your district or school administrative office for data entry. Do not write your name or address on the survey or the envelope. Your survey is confidential.

Section A

Confidential Survey User ID: _____ **Password:** _____

My child's grade level is:
☐ Preschool ☐ Kindergarten ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

My child's age in years is:
☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22

My child's primary disability is:

☐ Preschool - Moderate Delay
☐ Preschool - Severe Delay
☐ Preschool - Speech or Language Delay
☐ Autism
☐ Severe Mental Retardation
☐ Multiple Disability - Severe Sensory Impairment
☐ Orthopedic Impairment
☐ Other Health Impairment

☐ Deafness
☐ Emotional Disability
☐ Hearing Impairment
☐ Mild Mental Retardation
☐ Moderate Mental Retardation
☐ Specific Learning Disability
☐ Speech or Language Impairment
☐ Traumatic Brain Injury
☐ Visual Impairment

My child's race / ethnicity is:
☐ White / Caucasian
☐ Black / African-American
☐ Hispanic / Latino
☐ Asian / Pacific Islander
☐ American Indian / Alaskan Native
☐ Multi-racial

My child's gender is: ☐ Male ☐ Female

Section B

1. **I am considered an equal partner with teachers and other professionals in planning my child's program.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

2. **At the IEP meeting, we discussed how my child would participate in statewide assessments.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

3. **At the IEP meeting, we discussed accommodations and modifications my child would need.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

4. **We discussed whether my child needed services beyond the regular school year.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

5. **Written justification was given for the extent that my child would not receive services in the regular classroom.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

6. **I was given information about organizations that offer information and training for parents of students with disabilities.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

7. **I have been asked for my opinion about how well special education services are meeting my child's needs.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

8. **My child's evaluation report is written in terms I understand.**
   ☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

9. **Written information I receive is written in an understandable way.**

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

10. **Teachers are available to speak with me.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

11. **Teachers treat me as a team member.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

12. **Teachers and administrators seek out parent input.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

13. **Teachers and administrators show sensitivity to the needs of students with disabilities and their families.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

14. **Teachers and administrators encourage me to participate in the decision-making process.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

15. **Teachers and administrators at my child's school answered any questions I had about Procedural Safeguards.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

16. **Teachers and administrators respect my cultural heritage.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

17. **The school has a person on staff who is available to answer parents' questions.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

18. **The school communicates regularly with me regarding my child's progress on IEP goals.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

19. **The school gives me choices with regard to services that address my child's needs.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

20. **The school offers parents training about special education issues.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

21. **My child's school told me how to request services that my child needs.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

22. **The school offers parents a variety of ways to communicate with teachers.**

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

23. **The school gives parents the help they may need to play an active role in their child's education.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

24. **The school provides information on agencies that can assist my child in the transition from school.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

25. **The school explains what options parents have if they disagree with a decision of the school.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

Thank you for completing the Parent Survey.

Attachment 2: Dispute Resolution Data

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	128
(1.1) Complaints with reports issued	117
(a) Reports with findings	25
(b) Reports within timeline	66
(c) Reports within extended timelines	19
(1.2) Complaints withdrawn or dismissed	10
(1.3) Complaints pending	1
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	43
(2.1) Mediations	
(a) Mediations related to due process	7
(i) Mediation agreements	5
(b) Mediations not related to due process	36
(i) Mediation agreements	17
(2.2) Mediations not held (including pending)	16

SECTION C: Hearing requests	
(3) Hearing requests total	51
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	7
(a) Decisions within timeline	0
(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	25

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	4
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

Attachment 3: List of Acronyms

ADE	Arizona Department of Education
AIMS	Arizona's Instrument to Measure Standards
AIMS-A	Arizona's Instrument to Measure Standards-Alternate Assessment
ALJ	Administrative Law Judge
ARR	Alternate Risk Ratio
AT	Assistive Technology
AYP	Adequate Yearly Progress
AzEIP	Arizona Early Intervention Program for Infants and Toddlers
AzTAP	Arizona Technology Access Program
CACM	Corrective Action Compliance Monitor
CAP	Corrective Action Plan
CoP	Communities of Practice
CSPD	Comprehensive System of Personnel Development
CTE	Career and Technical Education Section
CTT	Community Transition Team
DEC	Division of Early Childhood
EAPN	Enhancing Arizona's Parent Networks
EC	Early Childhood
ECE	Early Childhood Education Section
ECQUIP	Early Childhood Quality Improvement Practices
ECSE	Early Childhood Special Education
ESS	Exceptional Student Services Section
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
Group B	Arizona Funding Category for Significant Disabilities

IDEA	The Individuals with Disabilities Education Act
IDEAL	Integrated Data to Enhance Arizona's Learning
IEP	Individualized Education Program
IT	Information Technology
LRE	Least Restrictive Environment
MPRRC	Mountain Plains Regional Resource Center
NASDSE	National Association of State Directors of Special Education
NCCRESt	National Center for Culturally Responsive Educational Systems
NCLB	No Child Left Behind Act
NCSEAM	National Center for Special Education Accountability and Monitoring
OAH	Office of Administrative Hearings
OSEP	Office of Special Education Programs / U.S. Department of Education
PBISAz	Positive Behavioral Interventions and Supports of Arizona
PEA	Public Education Agency
PINS	Parent Information Network Specialist
PSO	Post School Outcome
PTI	Parent Training Institute
R & E	Research and Evaluation
RTI	Response to Intervention
SAIS	Student Accountability Information System
SEAP	Special Education Advisory Panel
SETT	Student, Environment, Task, Technology
SIG	State Improvement Grant
SSPD	School Safety and Prevention Division
STaR	System Training and Response
SUPPORT	System for Utilizing Peers in Program Organization, Review, and Technical Assistance

SWD	Students with Disabilities
SW-PBIS	School-wide Positive Behavioral Interventions and Supports
TA	Technical Assistance
WRR	Weighted Risk Ratio

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