State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

Arizona
FFY 2005–2012 State Performance Plan for Special Education
FFY 2010 Revision

Highly Effective Schools Division
Exceptional Student Services
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http://www.azed.gov/

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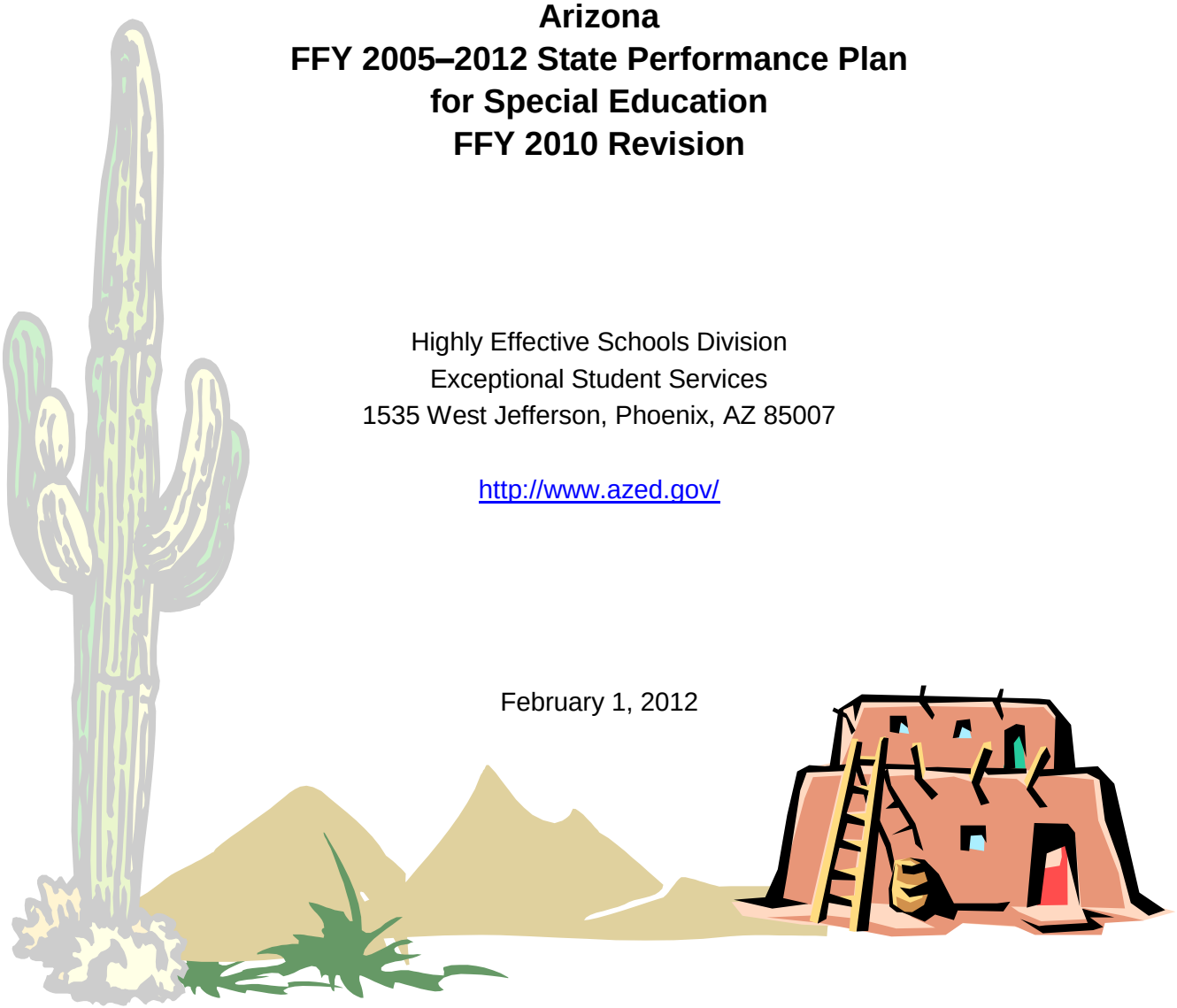

Arizona
FFY 2005–2012 State Performance Plan
For Special Education
FFY 2010 Revision

Submitted To The
Office of Special Education Programs
United States Department of Education

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Part B Arizona State Performance Plan (SPP) for 2005-2012

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The Arizona Part B State Performance Plan
for Special Education

FFY 2010 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 2010 Update to the State Performance Plan

The Arizona Department of Education/Exceptional Student Services (ADE/ESS) revised the State Performance Plan (SPP) in conjunction with the submission of the FFY 2010 Annual Performance Report (APR) due February 1, 2012. The revised SPP has, for each Indicator, annual targets and improvement activities for each year through FFY 2012.

Included in the FFY 2010 revision are new improvement activities for Indicators 3, 4, 5, 7, 12, 14, and 15. Indicator 4 has a revised definition of significant discrepancy.

Targets, improvement activities, timelines, and resources were reviewed. The ADE/ESS sought input from the Special Education Advisory Panel (SEAP) and from education personnel in the field regarding the new SPP indicators and changes to the SPP. Various individuals and groups offered suggestions about indicators related to their fields of interest.

The revised State Performance Plan (SPP) will be available on the ADE/ESS Web site at http://www.azed.gov/special-education/resources/ under the menu labeled State Performance Plan, beginning on February 1, 2012. The title of the SPP is *Arizona State Performance Plan FFY 2005-2012 Revised FFY 2010*.

The annual public reports list the performance of each school district and charter school in Arizona on the SPP targets. These reports will be available on the ADE/ESS Web site at http://www.azed.gov/special-education/resources/ under the menu labeled School Year 2010-11 Public Reports, within 120 days of the February 1, 2012 submission of the APR.

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.

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.

Stakeholder Involvement

In addition to the 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 and statewide conferences. 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) and the Data Accountability Center (DAC) assisted the agency in the development of appropriate baselines, targets, and improvement planning.

Dissemination

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 on the ADE/ESS listserv and in a press release to major Arizona newspapers.

Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation Rates

Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Overview of Issue / Description of System or Process

Arizona uses a four-year cohort. Any student who receives a traditional high school diploma within the first four years of starting high school is considered a four-year graduate. A four-year rate is calculated by dividing the sum of all four-year graduates in a cohort by the sum of those who should have graduated and did not transfer to another qualified educational facility or die. Students who receive a diploma in the summer after their fourth year are included as part of the graduation cohort. This calculation of the graduation rate does not include dropouts as transfer students or those who obtain a Graduate Equivalent Diploma (GED). Graduation rates are used in the Elementary and Secondary Act Adequate Yearly Progress determinations.

The graduation data are reported by the public education agencies (PEAs) through the Student Accountability Information System (SAIS), a Web-based system for reporting all student-level details to the Arizona Department of Education. The graduation data are analyzed by the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E) and the Information Technology Division (IT). The same graduation rate calculation is used and it is the same data as reported to the U.S. Department of Education under Title I of the Elementary and Secondary Act (ESEA).

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 Targets
2005 (2005–2006)	61%
2006 (2006–2007)	62.5%
2007 (2007–2008)	63%
2008 (2008–2009)	64.5%
2009 (2009–2010)	80%
2010 (2010–2011)	80%
2011 (2011–2012)	80%
2012 (2012–2013)	80%

Beginning in FFY 2009, Arizona's single, statewide graduation rate is 80%. When the 80% target is not achieved, then the target the following year is an improvement of two percentage points.

Improvement Activities / Timelines / Resources

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

Improvement Activities	Timelines	Resources
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
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.

The following are revised and new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise, implement, and evaluate a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13	a) On an annual basis, identify PEAs in Years 2 and 3 of the monitoring cycle through collaboration with ESS specialists		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, review, revise (if necessary), and implement the comprehensive training plan, emphasizing the eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, create and disseminate information through a variety of sources: annual statewide conference, monitoring alerts, Web site, and listserv announcements		7/1/10-6/30/13	ADE/ESS Transition Specialists
	d) On an annual basis, analyze pre- and post-training data collected through the Annual Site Visit Log (ASVL) for each PEA to determine level of compliance on all eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
2) Provide a two-year capacity building grant to participate in the	a) On an annual basis, identify PEAs who met grant eligibility		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS

Secondary Transition Mentoring Project (STMP) Team Training	requirements and extend invitations to participate in STMP trainings			Program Specialists
	b) On an annual basis, provide in-depth and ongoing professional development on transition requirements and best practices		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, analyze pre- and post-training data collected during STMP trainings for each PEA that participated to determine level of compliance on all eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists

Monitoring Priority: FAPE in the LRE

Indicator 2: Dropout Rates

Percent of youth with IEPs dropping out of high school.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Overview of Issue / Description of System or Process

For purposes of calculating and reporting a dropout rate, Arizona uses the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, Arizona uses NCES' definition of high school dropout, defined as an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

Dropout rates are calculated for grades 9 through 12. The same definition and methodology for dropout rates apply to all students in Arizona.

The dropout data are reported by the public education agencies (PEAs) through the Student Accountability Information System (SAIS), a Web-based system for reporting all student-level details to the Arizona Department of Education. The dropout data are analyzed by the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E). it is the same data as reported to the U.S. Department of Education under Title I of the Elementary and Secondary Act (ESEA).

FFY 2005 Update to Baseline Data

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 Targets
2005 **(2005–2006)**	5.59% ***Baseline and subsequent targets adjust due to changes in calculation method***
2006 **(2006–2007)**	≤ 5.50%
2007 **(2007–2008)**	≤ 5.40%
2008 **(2008–2009)**	≤ 5.30%
2009 **(2009–2010)**	≤ 5.20%
2010 **(2010–2011)**	≤ 5.10%
2011	≤ 5.00%

(2011–2012)	
2012 **(2012–2013)**	≤ 4.90%

Improvement Activities / Timelines / Resources

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
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

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

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

The following are revised and new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise, implement, and evaluate a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13	a) On an annual basis, identify PEAs in Years 2 and 3 of the monitoring cycle through collaboration with ESS specialists		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, review, revise (if necessary), and implement the comprehensive training plan, emphasizing the eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, create and disseminate information through a variety of sources: annual statewide conference, monitoring alerts, Web site, and listserv announcements		7/1/10-6/30/13	ADE/ESS Transition Specialists
	d) On an annual basis, analyze pre- and post-training		7/1/10-6/30/13	ADE/ESS Transition Specialists

	data collected through the Annual Site Visit Log (ASVL) for each PEA to determine level of compliance on all eight required components of Indicator 13			ADE/ESS Program Specialists
2) Provide a two-year capacity building grant to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who met grant eligibility requirements and extend invitations to participate in STMP trainings		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, provide in-depth and ongoing professional development on transition requirements and best practices		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, analyze pre- and post-training data collected during STMP trainings for each PEA that participated to determine level of compliance on all eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists

Monitoring Priority: FAPE in the LRE

Indicator 3: Assessments

Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

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

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

Measurement

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue / Description of System or Process

Arizona's statewide assessment system is called Arizona's Instrument to Measure Standards (AIMS). AIMS is a standards based assessment and measures student proficiency of the Arizona academic content standards in mathematics, reading, writing, and science. Science is not included in the graduation requirement.

The alternate assessment is called Arizona's Instrument to Measure Standards Alternate (AIMS A). It is a standards based measurement and measures student proficiency of the Arizona alternate academic standards in mathematics, reading, and science. AIMS A is designed for students with significant cognitive disabilities.

Students in grades 3 through 8 and high school participate in all statewide assessments. The AIMS and AIMS A data are used to determine AYP and to report participation and performance.

The State uses four categories to classify the proficiency status of students (the FAME scale):

- Falls Far Below the Standard (F) (considered failing)
- Approaches the Standard (A) (considered failing)
- Meets the Standard (M) (considered passing)
- Exceeds the Standard (E) (considered passing)

Students who met the standard (M) or exceeded the standard (E) are counted as proficient.

The ADE/R & E Section and the IT Division analyze the assessment data. It is the same data as reported to the U.S. Department of Education under Title I of the Elementary and Secondary Act (ESEA).

FFY 2004 (2004–2005)

The grades tested for FFY 2004 were 3rd through 8th, and 10th. 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.

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]

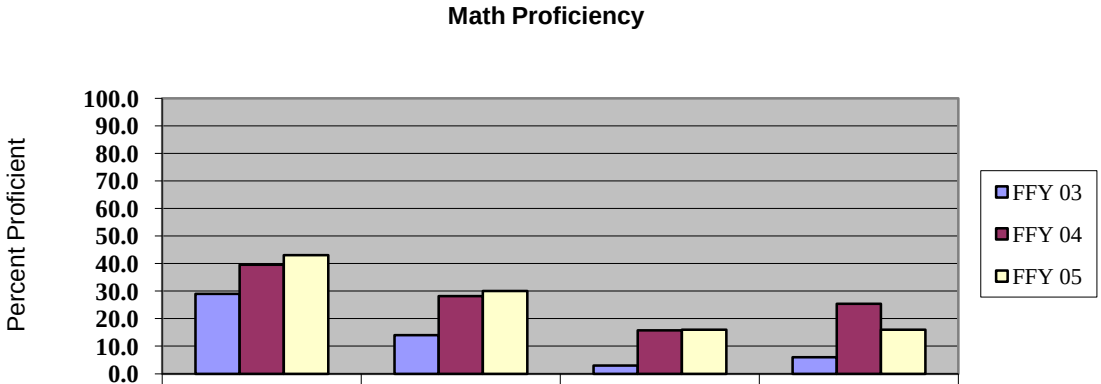
Table 3.1: Participation and Performance Rates by Test Condition for FFY 2004 (2004–2005)

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

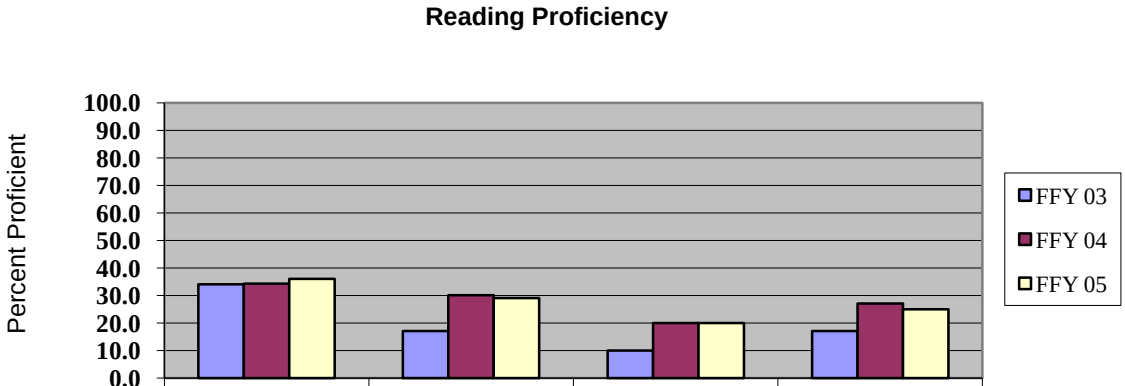
With the exception of 3rd grade reading, all grades showed substantial improvement over the FFY 2003 scores on the AIMS test for students with disabilities. The rate of the increase is believed to be unusual and difficult to repeat (Figures 3.1 and 3.2). Possible explanations for the increases lie in 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

Part B Arizona State Performance Plan (SPP) for 2005-2012

FFY	Measurable and Rigorous Targets—Amended						
	3A - AYP Attainment Percentage			3B - Math Participation Percentage	3B - Reading Participation Percentage	3C - Math Proficiency Percentage	3C - 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	refer to chart below	refer to chart below
2010 (2010–2011)	25.5	20.5	18.0	95	95	refer to chart below	refer to chart below
2011 (2011–2012)	26			95	95	refer to chart below	refer to chart below
2012 (2012–2013)	26.5			95	95	refer to chart below	refer to chart below

The targets for Indicator 3C (below) for FFY 2009 and FFY 2010 are the same as the State's ESEA targets, as reported in Arizona's Accountability Workbook, revised July 6, 2010.

Measurable and Rigorous Targets for Indicator 3C - Mathematics Proficiency							
Grades	3	4	5	6	7	8	10
FFY 2009	53%	50%	44%	43%	44%	44%	48%

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

FFY 2010	65%	63%	58%	57%	58%	58%	61%
Measurable and Rigorous Targets for Indicator 3C - Reading Proficiency							
Grades	3	4	5	6	7	8	10
FFY 2009	62.6%	56%	54.6%	56%	59.2%	54%	48.6%
FFY 2010	71.9%	67%	65.9%	67%	69.4%	65.5%	61.4%

The following are proposed targets for Indicator 3C for FFY 2011 and FFY 2012 for the revised SPP. The targets are the same as the State's ESEA targets, as reported in Arizona's Accountability Workbook, revised July 6, 2010.

Measurable and Rigorous Targets for Indicator 3C - Mathematics Proficiency							
Grades	3	4	5	6	7	8	10
FFY 2011	77%	75%	72%	72%	72%	72%	74%
FFY 2012	88%	88%	86%	86%	86%	86%	87%
Measurable and Rigorous Targets for Indicator 3C - Reading Proficiency							
Grades	3	4	5	6	7	8	10
FFY 2011	81.2%	78%	77.2%	78%	79.6%	77%	74.2%
FFY 2012	90.5%	89%	88.5%	89%	89.8%	88.5%	87%

Improvement Activities / Timelines / Resources

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

Improvement Activities	Timelines	Resources
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
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

[6] This activity is eliminated as of FFY 2007 as ESS is working with other ADE divisions to enhance the IDEAL portal.

Improvement Activities	Timelines	Resources
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

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	a) 100% of ASAMA teachers will implement number and number operation strategies for all students including students with disabilities as determined by		9/1/08 – 6/30/11	Comprehe nsive System of Personnel Developme nt Staff Cognitively

[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.

mathematics proficiency rate to 50% in the number strand for students with IEPs as determined by AIMS third grade data	student work			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	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

subgroup	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 with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards as determined by AIMS	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 analyze classroom data to determine instructional needs for all students including students with IEPs as determined by curriculum-based measurement data		6/1/08 – 6/30/11	Comprehensive System of 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	a) 100% of Systemic Change in Reading teachers will implement comprehension and vocabulary strategies for all students including		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff

comprehension and vocabulary for students with IEPs as determined by AIMS third grade data	students with IEPs as determined by student work			
	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

The following are revised improvement activities for mathematics for FFY 2008.

Mathematics: The following are revised improvement activities for the Arizona Students Achieving Mathematics Academy (ASAMA) project. As ESS reviewed the current improvement activities, it was determined that revised activities (below) would better measure the ASAMA teams' progress toward helping students reach higher levels of mathematics achievement.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) By the end of Year 1, teams will increase mathematics proficiency rate for students with IEPs, as determined by third grade AIMS data.	a) Provide mathematics training in number, operations, structure, and logic through the Arizona Students Achieving Mathematics Academy (ASAMA).		9/1/09 – 6/30/11	CSPD Staff
	b) Collect and analyze third grade AIMS data by strand.		9/1/09 – 6/30/11	CSPD Staff
2) By the end of Year 2, teams will increase mathematics proficiency rate for students with IEPs, as determined by third grade AIMS data.	a) Provide mathematics training in connecting number and operations to data analysis/ probability/discrete math strand, algebra/patterns/functions strand, geometry/measurement strand, and structure/logic strand through the Arizona Students Achieving Mathematics Academy.		9/1/09 – 6/30/11	CSPD Staff

	b) Collect and analyze third grade AIMS data by strand.		9/1/09 – 6/30/11	CSPD Staff
3) By the end of Year 1 and 2, teams will increase mathematics proficiency rate for students with IEPs, as determined by third grade AIMS data.	a) Provide training in the use of SETT (Student, Environment, Task, Tools) Process and the Star Model (ASAMA's model that demonstrates five strategies to differentiate math lessons) to improve accessibility of mathematics and enhance mathematics instruction.		9/1/09 – 6/30/11	CSPD Staff
	b) Provide training in creating a professional learning community that will help teams collaborate, analyze data, make instructional decisions, continue learning and/ or create a school-wide professional development plan.		9/1/09 – 6/30/11	CSPD Staff

The following are revised improvement activities for reading for FFY 2008.

Reading: The following are revised improvement activities for the Systemic Change in Reading (SCR) project. After ESS reviewed the report and data from FFY 2008 for SCR, it was determined that the same data was collected at several points due to repetition of the sub-activities within the improvement activities. The activities were revised (below) to condense the sub-activities and analyze the data by strands within the Arizona Academic Standards. This will allow the SCR team to analyze the outcomes of specific training sessions.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Results (Completed) Or Resources (Planned)
		Complete	Projected	
1) By the end of Year 2, the Systemic Change in Reading (SCR) teams will increase proficiency rate to 50% for children with IEPs as determined by third grade AIMS data.	a) Provide reading training through the Systemic Change in Reading.		9/1/09 – 6/30/11	CSPD Staff 95% Group
	b) Collect and analyze third grade AIMS reading data.		9/1/09 – 6/30/11	CSPD Staff 95% Group
2) By the end of Year 2, the Systemic Change in Reading	a) Provide reading training in phonemic awareness, phonics, and		9/1/09 – 6/30/11	CSPD Staff 95% Group

Teams will increase reading proficiency rate in phonemic awareness, and fluency (Strand 1) for students with IEPs as determined by third grade AIMS data.	fluency through the Systemic Change in Reading team trainings.			
	b) Collect and analyze third grade phonics and fluency strand data on the AIMS.		9/1/09 – 6/30/11	CSPD Staff 95% Group
3) By the end of year 2 Systemic Change in Reading teams will increase proficiency rate in comprehension and vocabulary (Strands 2 and 3) for students with IEPs as determined by third grade AIMS data.	a) Provide reading training comprehension and vocabulary strand through Systemic Change in Reading.		9/1/09 – 6/30/11	CSPD Staff 95% Group
	b) Collect and analyze third grade Comprehension and Vocabulary data on the AIMS.		9/1/09 – 6/30/11	CSPD Staff 95% Group

The following are improvement activities for FFY 2010, and for FFY 2011 and 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase opportunities for training in mathematics strategies to public education agency (PEA) special education personnel and distribute resource information in reading	a) Conduct mathematics strategy trainings annually at the Directors Institute for special education personnel from school districts and charter schools		7/1/11-6/30/13	CSPD Staff
	b) Compile mathematics strategy and resource information		7/1/11-6/30/13	CSPD Staff
	c) Disseminate mathematics strategy and resource information through the Arizona Promising Practices Web site at www.azpromisingpractices.com, the ESS listserv, and ESS/CSPD trainings		7/1/11-6/30/13	CSPD Staff
2) Increase opportunities for training in reading strategies to public education agency (PEA) special	a) Represent ESS at the RTI meetings with other ADE divisions		7/1/10-6/30/13	CSPD Staff
	b) Conduct reading strategy trainings annually at the Directors		7/1/11-6/30/13	CSPD Staff

education personnel and distribute resource information in reading	Institute for special education personnel from school districts and charter schools			
	c) Compile reading strategy and resource information		7/1/11-6/30/13	CSPD Staff
	d) Disseminate reading strategy and resource information through the Arizona Promising Practices Web site at www.azpromisingpractices.com, the ESS listserv, and ESS/CSPD trainings		7/1/11-6/30/13	

The following are new improvement activities for FFY 2011.

Primary Activity (Goal)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) By the end of FFY 2012, teams will increase their content knowledge of scientific-based research strategies for mathematics instruction for grades K-2 students with IEPs through Special Education Using Mathematics for School Improvement Project (SUMS)	a) Teams will learn and use a cyclical process of screening, content strategies, data analysis, collaboration of student need, and will implement student specific strategies. Each team will have a coach during the training sessions to assist with the team processes. Measurement will be team effectiveness data.		9/1/11–6/30/13	CSPD Staff
	b) Apply the 2010 Arizona mathematics standards using the Mathematics Processes that enable students with IEPs to become fluent in mathematics as reflected in classroom observation protocol visits and various assessments		9/1/11–6/30/13	CSPD Staff
	c) Track and analyze data of students with IEPs over time using AIMS data and other assessment data provided by the schools		9/1/11–6/30/13	CSPD Staff
	d) Analyze teacher pre- and		9/1/11–	CSPD Staff

	post-assessment data to determine continuity of learning and instruction		6/30/13	
2) By the end of FFY 2012, teams will increase their content knowledge of scientific-based research strategies for mathematics instruction for grades 3-5 students with IEPs through Special Education: Achieving Success in Mathematics (SEAS-Math)	a) Teams will learn and use a cyclical process of screening, content strategies, data analysis, collaboration of student need, and will implement student specific strategies. Each team will have a coach during the training sessions to assist with the team processes. Measurement will be team effectiveness data.		9/1/11–6/30/13	CSPD Staff
	b) Apply the 2008 Arizona mathematics standards and make connections to the 2010 Arizona mathematics standards using the Mathematics Processes that enable students with IEPs to become more fluent in mathematics as reflected in classroom observation protocol visits and various assessments		9/1/11–6/30/13	CSPD Staff
	c) Track and analyze data of students with IEPs over time using AIMS data and other assessment data provided by the schools		9/1/11–6/30/13	CSPD Staff
	d) Analyze teacher pre- and post-assessment data to determine continuity of learning and instruction		9/1/11–6/30/13	CSPD Staff
3) By the end of FFY 2012, teams will increase their content knowledge of scientific-based research strategies for mathematics instruction for grades 7-12 students with IEPs through Dimensions of Algebra	a) Provide training in algebraic strategies for students with IEPs that will enable them to access mathematics from a concrete model to abstract model		9/1/11–6/30/13	CSPD Staff
	b) Apply data analysis processes from various types of assessments to differentiate instruction for		9/1/11–6/30/13	CSPD Staff

	students with IEPs			
	c) Provide a networking format for middle school and high school teachers to meet the transitional needs of students with IEPs as they move from middle school to high school		9/1/11–6/30/13	CSPD Staff
	d) Track and analyze data of students with IEPs over time using AIMS data and other assessment data provided by the schools		9/1/11–6/30/13	CSPD Staff
	e) Analyze teacher pre- and post-assessment data to determine continuity of learning and instruction		9/1/11–6/30/13	CSPD Staff
4) Middle school teams participating in Passages: Achieving Success in Reading training will receive training that when implemented will result in an increased proficiency rate of 8th grade students with IEPs	a) Conduct Passages training for special education teachers and reading specialists		10/1/11–6/30/13	Comprehensive System of Personnel Development capacity building grants for qualifying schools and CSPD staff CSPD reading specialist Presenter for "Passages" Research on improving reading for students with IEPs in middle school CSPD capacity building coaches
	b) Provide training on assessing and diagnosing student needs to guide instruction/intervention		10/1/11–6/30/13	Same
	c) Provide instructional strategy training in the areas of word study, vocabulary, and comprehension		10/1/11–6/30/13	Same
	d) Provide site-based technical assistance to participating schools to offer		10/1/11–6/30/13	Same

	feedback and support in implementation of new strategies			
	e) Collect progress monitoring student data throughout training to determine effectiveness of strategies		10/1/11–6/30/13	Same
	f) Provide capacity building coaching support to each team to increase team effectiveness during training sessions		10/1/11–6/30/13	Same
5) High school teams participating in Passages: Achieving Success in Reading training will receive training that when implemented will result in an increased proficiency rate of 10th grade students with IEPs	a) Conduct Passages training for special education teachers and reading specialists		10/1/11–6/30/13	Comprehensive System of Personnel Development capacity building grants for qualifying schools and CSPD staff CSPD reading specialist Presenter for "Passages" Research on improving reading for students with IEPs high school CSPD capacity building coaches
	b) Provide training on assessing and diagnosing student needs to guide instruction/intervention		10/1/11–6/30/13	Same
	c) Provide instructional strategy training in the areas of word study, vocabulary, and comprehension		10/1/11–6/30/13	Same
	d) Provide site-based technical assistance to participating schools to offer feedback and support in implementation of new strategies		10/1/11–6/30/13	Same
	e) Collect progress		10/1/11–	Same

	monitoring student data throughout training to determine effectiveness of strategies		6/30/13	
	f) Provide capacity building coaching support to each team to increase team effectiveness during training sessions		10/1/11–6/30/13	Same

Monitoring Priority: FAPE in the LRE

Indicator 4A: Suspension and Expulsion

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

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

Measurement

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

If the State used a minimum "n" size requirement, the State must report the number of districts excluded from the calculation as a result of this requirement.

Overview of Issue / Description of System or Process

The data are reported by the PEAs through the Arizona Safety Accountability for Education (AZ SAFE) application. The data are the same as the data reported under section 618, Table 5 (Report of Children with Disabilities Subject to Disciplinary Removal). The Child Count data are the same as the State's data reported under section 618, Table 1, Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals With Disabilities Education Act.

The ADE/ESS assures the validity and reliability of the AZ SAFE data through the Annual Special Education Data Collection, which uses internal edit checks. The State requires an assurance from the PEAs through the submission of a signed verification form attesting to the validity of the data.

Definition of Significant Discrepancy and Methodology

Arizona uses Statistical Analysis Software (SAS) to calculate rates of suspension and expulsion for children with IEPs. Arizona uses the state bar method to determine significant discrepancy. The State rate of suspensions/expulsions greater than 10 days for all students with IEPs is 0.65%. The State bar, 5.65%, is five percentage points greater than the State rate.

A district or charter school has significant discrepancy when its suspension/expulsion rate greater than 10 days for students with IEPs is 5.65% or greater. There must be at least 50 students in the denominator of a suspension/expulsion rate for that district or charter school to be flagged as having significant discrepancy. The denominator represents the overall special education enrollment at the district or charter school.

Previously, Arizona used a minimum "n" size of 10 students in the numerator. In other words, at least 10 students with IEPs had to be suspended/expelled for greater than 10 days for a PEA to be identified as having significant discrepancy. However, due to new guidance from the Office of Special Education Programs (OSEP) and the Data Accountability Center (DAC) in the September 2011

technical assistance guide, Arizona decided to use a minimum "n" size in the denominator and, as a result, exclude fewer PEAs from the calculation.

Arizona compares the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs among PEAs in the State.

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

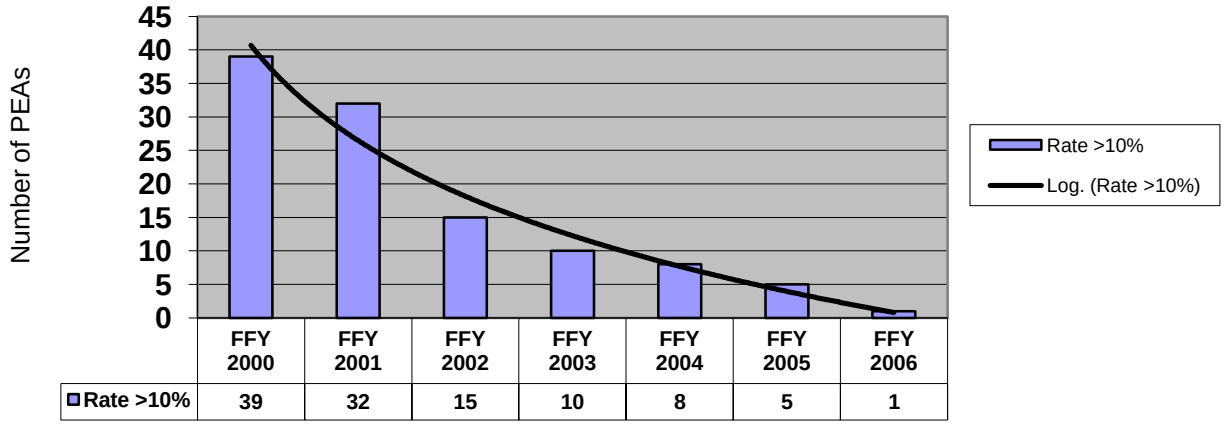
[N = 10 / 549]

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

Numbers of PEAs with Suspension Rates >10%



	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004	FFY 2005	FFY 2006
Rate >10%	39	32	15	10	8	5	1

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

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

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.

FFY	Measurable and Rigorous Targets 4A	Measurable and Rigorous Targets 4B
2006 (2006–2007)	1.55%	
2007 (2007–2008)	1.50%	
2008 (2008–2009)	1.40%	
2009 (2009–2010)	1.35%	0%
2010 (2010–2011)	1.30%	0%
2011 (2011–2012)	1.25%	0%
2012 (2012–2013)	1.20%	0%

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 10 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

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
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

[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
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
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	

[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.

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% 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
	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		9/1/08 – 6/30/10	Comprehensive System of Personnel Developme

	disabilities			nt 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 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

The following are revised improvement activities for FFY 2008.

The following are revised improvement activities for #2 and #3. Revisions to the improvement activities are necessary because the AHAA program no longer collects academic performance data; targeted Year 1 and Year 2 teams are specified; and an activity regarding Team Implementation Portfolio is added.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
2) Arizona High Achievement for All (AHAA) Year 1 Siete schools will complete all tasks to establish the solid basis for the decrease of suspension/expulsion rates to less than 5%.	a) Collection of ending data on suspensions/expulsions for all students and students with disabilities for Siete Year 1 teams by 6/30/10.		9/1/09 – 6/30/10	CSPD Staff School Principals
	b) Collection of ending data on office referrals for all students and students with disabilities for Siete Year 1 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	c) Aggregation and disaggregation of data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions and office referrals will be analyzed and reported on by 6/30/2011 for Siete Year 1 teams.		9/1/08 – 6/30/11	CSPD Staff School Teams
	d) Team Implementation Portfolios will be completed by all Siete Year 1 school teams to demonstrate continuous team activities on site to implement training of staff with AHAA materials, differential reinforcement (check in/check out), and accommodation planning for diverse		10/7/09 – 6/30/11	CSPD Staff School Teams AHAA Director

	learners, including students with IEPs. Reporting will be 6/30/2011.			
3) AHAA Year 2 Seis schools will decrease the suspension/ expulsion rate greater than 10 days for students with disabilities to less than 5 %.	a) Collection of ending data on suspensions/expulsions for all students and students with disabilities for Seis Year 2 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	b) Collection of ending data on office referrals for all students and students with disabilities for Seis Year 2 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	c) Aggregation and disaggregation of data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions and office referrals will be analyzed and reported on by 6/30/11.		9/1/08 – 6/30/11	CSPD Staff School Teams
	d) Team Implementation Portfolios will be completed by all school teams to demonstrate continuous team activities on site to implement training of staff with AHAA materials, differential reinforcement (check in/check out), and accommodation planning for diverse learners, including students with IEPs. Reporting will be 6/30/2011.		10/7/09 – 6/30/11	CSPD Staff School Teams AHAA Director

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity	Sub-Activities	Timeline	Resources

(GOAL)	(Objectives or Action Steps)	Complete	Projected	(Planned)
1) Conduct trainings related to the discipline process for students with disabilities	a) Conduct semi-annual Principal Institutes in the three main geographical regions of the State		7/1/11-6/30/13	CSPD Staff
	b) Disseminate "Special Education Handbook for Principals, A Quick Reference for Law Related Issues" to participants at the Principals Institutes		7/1/11-6/30/13	CSPD Staff
2) Provide support for PEAs that are flagged as at risk for significant discrepancy, defined as those PEAs that suspend or expel five or more students with IEPs for more than 10 days and those suspended or expelled students were greater than 3% of its special education population	a) Analyze data on an annual basis to flag PEAs that are at risk for significant discrepancy		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists ADE/ESS Data Manageme nt Specialist
	b) Notify PEAs on an annual basis that are flagged as at risk for significant discrepancy		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	c) Provide assessment tools and resources to conduct a root cause analysis to PEAs that are flagged as at risk		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
3) Provide support for PEAs that are flagged for significant discrepancy, defined as those PEAs that suspend or expel 10 or more students with IEPs for more than 10 days and those suspended or expelled students were greater than 5% of its special education population	a) Notify PEAs on an annual basis that are flagged for significant discrepancy		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists

The following are revised improvement activities for FFY 2011 due to the new definition of significant discrepancy.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	

1) Provide support for PEAs that are flagged as at risk for significant discrepancy	a) On an annual basis, analyze data to flag PEAs that are at risk for significant discrepancy		7/1/11–6/30/13	Suspension/expulsion Data ADE/ESS Directors and Program Specialists
	b) On an annual basis, notify PEAs that are flagged as at risk for significant discrepancy		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists
	c) Provide assessment tools and resources to PEAs that are flagged as at risk to conduct root cause analyses		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists Resource Tools and Lists
2) Provide support for PEAs that are flagged for significant discrepancy	a) On an annual basis, notify PEAs that are flagged for significant discrepancy		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists Resource Tools and Lists

Monitoring Priority: FAPE in the LRE

Indicator 4B: Suspension and Expulsion by Race or Ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of Issue / Description of System or Process

The data are reported by the PEAs through the Arizona Safety Accountability for Education (AZ SAFE) application. The data are the same as the data reported under section 618, Table 5 (Report of Children with Disabilities Subject to Disciplinary Removal). The Child Count data are the same as the State's data reported under section 618, Table 1, Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals With Disabilities Education Act.

The ADE/ESS assures the validity and reliability of the AZ SAFE data through the Annual Special Education Data Collection, which uses internal edit checks. The State requires an assurance from the PEAs through the submission of a signed verification form attesting to the validity of the data.

Definition of Significant Discrepancy and Methodology

Arizona uses Statistical Analysis Software (SAS) to calculate rates of suspension and expulsion by race or ethnicity for children with IEPs. Arizona uses the state bar method to determine significant discrepancy. The State rate of suspensions/expulsions greater than 10 days for all students with IEPs is 0.65%. The State bar, 5.65%, is five percentage points greater than the State rate.

Any district or charter school that suspends or expels 5.65% or more of its students with IEPs of a given race/ethnicity for more than 10 days is flagged for significant discrepancy. There must be at least 50 students in the denominator of a suspension/expulsion rate for that district or charter school to be flagged as having significant discrepancy. The denominator represents the special education enrollment at the district or charter school for a given race/ethnicity.

Previously, Arizona used a minimum "n" size of 10 students in the numerator. In other words, at least 10 students with IEPs of a particular racial/ethnic group had to be suspended/expelled for greater

than 10 days for a PEA to be identified as having significant discrepancy. However, due to new guidance from the Office of Special Education Programs (OSEP) and the Data Accountability Center (DAC) in the September 2011 technical assistance guide, Arizona decided to use a minimum "n" size in the denominator and, as a result, exclude fewer PEAs from the calculation.

Arizona compares the rates of suspension and expulsion of greater than 10 days in a school year for students with IEPs among PEAs in the State.

FFY	Measurable and Rigorous Targets
2009 (using 2008-2009 data)	0%
2010 (using 2009-2010 data)	0%
2011 (using 2010-2011 data)	0%
2012 (using 2011-2012 data)	0%

Baseline Data for FFY 2009 (using 2008-2009 data)

0.0%

Discussion of Baseline Data for FFY 2009 (using 2008-2009 data)

Baseline data was calculated using the total number of PEAs in Arizona in FFY 2009 in the denominator (590). Arizona examined the PEAs' data for each racial and ethnic category for suspensions and expulsions of greater than 10 days, and excluded PEAs with less than 10 students suspended or expelled for greater than 10 days. Using this minimum "n" size of 10, Arizona excluded 115 PEAs from the list of identified PEAs with significant discrepancy. The results of the calculation identified three PEAs with significant discrepancy by race or ethnicity.

4B (a). PEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion

Year	Total Number of PEAs*	Number of PEAs that have Significant Discrepancies by Race or Ethnicity	Percent of PEAs
FFY 2009 (using 2008-2009 data)	**590**	**3**	**0.51%**

*Arizona included the total number of PEAs in the State in the denominator

4B (b). PEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of PEAs*	Number of PEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent of PEAs
FFY 2009 (using 2008-2009 data)	590	0	0.00%

*Arizona included the total number of PEAs in the State in the denominator

Review of Policies, Procedures, and Practices for FFY 2009 (using 2008-2009 data)

The State reviewed the policies, procedures, and practices of the PEAs related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards by June 30, 2010, in accordance with 34 CFR § 300.170(b). Arizona identified three PEAs with significant discrepancy for race or ethnicity using 2008-2009 data.

Arizona required the PEAs to have special education policies and procedures in compliance with all regulatory requirements prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. The PEAs were required to resubmit the discipline policies and procedures for review by ESS program specialists to determine if they were in alignment with the requirements of 34 CFR § 300.530 through § 300.536.

The practices of the PEAs were reviewed by means of a self assessment. The PEAs conducted an assessment of their discipline practices, which consisted of a series of questions requiring narrative responses and a review of student files using the State's monitoring forms. ADE/ESS specialists conducted on-site visits and/or desk audits during the self assessment to validate the decisions made by the PEAs during the file reviews.

Upon completion of the self assessment, the PEAs had the option to begin immediately revising their policies, procedures, and practices related to the discipline process and to correct all self-identified noncompliance. The ESS specialists then interviewed the special education administrators and reviewed student files via on-site visits and/or desk audits to verify correction of instances of the self-identified noncompliance, including child specific, and to ensure that regulatory requirements were being implemented based on subsequent file reviews of updated data.

Arizona did not make any findings of noncompliance with Part B requirements as a result of the review required by 34 CFR § 300.170(b).

Based upon the results of the self assessment completed by the PEAs with support from the ADE/ESS specialists, Arizona required each PEA to revise its policies, procedures, and practices related to the maintenance, collection, and reporting of data; development and implementation of IEPs; the use of positive behavioral interventions and supports; and, procedural safeguards. The ADE/ESS specialists assigned to each PEA conducted follow-up on-site visits and/or desk audits after the revisions to ensure that the policies, procedures, and practices complied with IDEA.

Improvement Activities / Timelines / Resources

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP, to improve compliance with Indicator 4B.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Conduct trainings related to the discipline process for students with disabilities	a) Conduct semi-annual Principal Institutes in the three main geographical regions of the State		7/1/11-6/30/13	CSPD Staff
	b) Disseminate "Special Education Handbook for Principals, A Quick Reference for Law Related Issues" to participants at the Principals Institutes		7/1/11-6/30/13	CSPD Staff
2) Provide support for PEAs that are flagged as at risk for significant discrepancy for race or ethnicity, defined as those PEAs that suspend or expel five or more students with IEPs for more than 10 days and those suspended or expelled students were greater than 3% of its special education population	a) Analyze data on an annual basis to flag PEAs that are at risk for significant discrepancy for race or ethnicity		7/1/10 – 6/30/13	ADE/ESS Directors ADE/ESS Program Specialists ADE/ESS Data Manageme nt Specialist
	b) Notify PEAs on an annual basis that are flagged as at risk for significant discrepancy for race or ethnicity		7/1/10 – 6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	c) Provide assessment tools and resources to conduct a root cause analysis to PEAs that are flagged as at risk		7/1/10 – 6/30/13	ADE/ESS Directors ADE/ESS Program Specialists

3) Provide support for PEAs that are flagged for significant discrepancy for race or ethnicity, defined as those PEAs that suspend or expel 10 or more students with IEPs for more than 10 days and those suspended or expelled students were greater than 5% of its special education population	a) Notify PEAs on an annual basis that are flagged for significant discrepancy for race or ethnicity		7/1/10 – 6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/10 – 6/30/13	ADE/ESS Directors ADE/ESS Program Specialists

The following are revised improvement activities for FFY 2011 due to the new definition of significant discrepancy.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide support for PEAs that are flagged as at risk for significant discrepancy by race or ethnicity	a) On an annual basis, analyze data to flag PEAs that are at risk for significant discrepancy by race or ethnicity		7/1/11–6/30/13	Suspension/expulsion Data ADE/ESS Directors and Program Specialists
	b) On an annual basis, notify PEAs that are flagged as at risk for significant discrepancy by race or ethnicity		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists
	c) Provide assessment tools and resources to PEAs that are flagged as at risk by race or ethnicity to conduct root cause analyses		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists Resource Tools and Lists
2) Provide support for PEAs that are flagged for significant discrepancy by race or ethnicity	a) On an annual basis, notify PEAs that are flagged for significant discrepancy by race or ethnicity		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/11–6/30/13	ADE/ESS Directors and Program Specialists Resource

				Tools and Lists

Monitoring Priority: FAPE in the LRE

Indicator 5: School Age LRE

Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue / Description of System or Process

The Special Education participation data are reported by the public education agencies (PEAs) through the Student Accountability Information System (SAIS), a Web-based system for reporting all student-level details to the Arizona Department of Education. The data are extracted from SAIS for the October 1 Child Count report and are the same as the State's data reported in the Educational Environments, Table 3, under section 618.

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 Targets		
	Measurement 5A ≥ 80%	Measurement 5B < 40%	Measurement 5C 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%
2011 (2011–2012)	55%	14%	1.5%
2012 (2012–2013)	56%	13.5%	1.3%

Improvement Activities / Timelines / Resources

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
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

[16] New activity in FFY 2005.

	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
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		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

	suspension, expulsion, office referrals, academic performance, and placement in the least restrictive environment			

The following are revised improvement activities for FFY 2008 for activities #2 and #3. Revisions to the improvement activities are necessary because the AHAA program no longer collects academic performance data; targeted Year 1 and Year 2 teams are specified; and an activity regarding Team Implementation Portfolio is added.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Arizona High Achievement for All (AHAA) Year 1 Siete schools will complete all tasks to improve decision making for placing students with disabilities in the least restrictive environment.	a) Collection of ending data on suspensions/expulsions for all students and students with disabilities for Siete Year 1 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	b) Collection of ending data on office referrals for all students and students with disabilities for Siete Year 1 teams.		9/1/08 – 6/30/10	CSPD Staff School Principals
	c) Aggregation and disaggregation of data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions, office referrals, and placement in the least restrictive environment will be analyzed and reported on by 6/30/11 for Siete Year 1 teams.		9/1/08 – 6/30/11	CSPD Staff School Teams
	d) Team Implementation Portfolios will be completed by all Siete Year 1 school teams to demonstrate continuous team activities on site to implement training of staff with AHAA materials, differential reinforcement (check in/check out), and accommodation planning for diverse		10/7/09 – 6/30/11	CSPD Staff School Teams AHAA Director

	learners, including students with IEPs. Reporting will be 6/30/2011.			
2) Arizona High Achievement for All (AHAA) Year 2 Seis schools will complete all tasks to improve decision making for placing students with disabilities in the least restrictive environment.	a) Collection of ending data on suspensions/expulsions for all students and students with disabilities for Seis Year 2 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	b) Collection of ending data on office referrals for all students and students with disabilities for Seis Year 2 teams by 6/30/10.		9/1/08 – 6/30/10	CSPD Staff School Principals
	c) Aggregation and disaggregation of data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions, office referrals, and placing students with disabilities in the least restrictive environment will be analyzed and reported on by 6/30/11.		9/1/08 – 6/30/11	CSPD Staff School Teams
	d) Team Implementation Portfolios will be completed by all school teams to demonstrate continuous team activities on site to implement training of staff with AHAA materials, differential reinforcement (check in/check out), and accommodation planning for diverse learners, including students with IEPs. Reporting will be 6/30/2011.		10/7/09 – 6/30/11	CSPD Staff School Teams AHAA Director

The following are improvement activities for FFY 2010, and for FFY 2011 and 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action	Timeline		Resources (Planned)
		Complete	Projected	

	Steps)			
1) Conduct interviews with special education directors and site administrators about available service delivery models and LRE data as a component of all on-site monitorings. Documentation to show individualized decision-making process for placement is required.	a) Gather data from interview responses and supporting documentation of placement decisions and service delivery models for students with IEPs		10/1/10-6/30/11	ESS Directors and ESS Specialists
	b) Revise interview questions and documentation requirements based on results related to LRE targets		7/1/11-6/30/12	ESS Directors and ESS Specialists
	c) Conduct revised interviews and gather supporting documentation.		7/1/12-6/30/13	ESS Directors and ESS Specialists

The following are new improvement activities for FFY 2011.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide autism training to school teams designed to improve teams' ability to make LRE decisions that will maintain or increase the amount of time students with autism are served in a general education setting	a) Collect baseline data (FFY 2009 service codes) for students with autism enrolled in schools that participate in autism training		7/1/11–6/30/13	PEAs' FFY 2009 service code data
	b) Provide training that, if implemented, can increase teams' decision-making abilities to maintain or increase the amount of time students with autism are served in a general education settings by giving teams the: • knowledge of traits and characteristics of students with autism • ability to apply instructional supports and practices consistent with the needs of students with autism • skills to decrease ineffective behaviors of students with autism		7/1/11–6/30/13	CSPD Staff Team Training Materials School Administrator General Education Teacher(s) Special Education Teacher(s)

	c) Provide capacity building coaching support to each team to increase team effectiveness during training		7/1/11–6/30/13	CSPD Coaching Coordinator Coaching Refresher Training Coaching Presenter Coaching Materials
	d) Provide training that, if implemented, would give teams the necessary processes to plan, execute, and evaluate the effectiveness of their activities		7/1/11–6/30/13	CSPD Staff Implementation Portfolios
	e) Collect FFY 2010 and FFY 2011 census data for students with autism enrolled in schools that participate in autism training		7/1/11–6/30/13	CSPD staff PEAs' FFY 2010 and FFY 2011 census data
	f) Aggregate and disaggregate service code data for students with autism enrolled in schools that participate in autism training		7/1/11–6/30/13	CSPD Staff PEA Staff

Monitoring Priority: FAPE in the LRE

Indicator 6: Preschool LRE[17]

Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

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.

[17] This indicator is placed on hold by the OSEP.

- 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.

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 Targets
2005 (2005–2006)	48.0%
2006 (2006–2007)	50.0%

2007 (2007–2008)	52.0%
2008 (2008–2009)	55.0%
2009 (2009–2010)	57.0%
2010 (2010–2011)	60.0%

Improvement Activities / Timelines / Resources

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

Improvement Activities	Timelines	Resources
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

Outcomes

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.

Progress categories for A, B, and C

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# 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 (# 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 (# 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 (# 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 (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in

progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue / Description of System or Process

Arizona's Preschool Ongoing Progress Monitoring (OPM) process uses assessment information to drive instruction, program improvement, and to report outcomes for all preschool children in State-funded programs. Four assessments are State Board of Education approved:

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).

A Web-based data collection system is integrated with the ADE Student Accountability Information System (SAIS). The local districts upload assessment data to SAIS. Districts are required to submit assessment data no less than bi-annually. Outcome data analysis is provided by Susan Wagner, Inc., president of Data Driven Enterprises, utilizing extrapolation of raw assessment data from SAIS.

Baseline Data from FFY 2008

Table 7.1 displays the number and percentage of children in each progress category as well as the results of the summary statement calculations.

Table 7.1 Number and Percentage of Children in Each Progress Category and Summary Statement Calculations for FFY 2008

Progress Categories	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	# of children	% of children	# of children	% of children	# of children	% of children
a. Children who did not improve functioning	90	2.70%	129	3.87%	105	3.15%
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	530	15.90%	792	23.76%	496	14.88%
c. Children who improved functioning to a level nearer	737	22.11%	834	25.01%	816	24.48%

to same-aged peers but did not reach it						
d. Children who improved functioning to reach a level comparable to same-aged peers	1214	36.41%	1166	34.97%	1190	35.69%
e. Children who maintained functioning at a level comparable to same-aged peers	763	22.89%	413	12.39%	727	21.81%
Total	3334	100.00%	3334	100.00%	3334	100.00%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.		**75.88%**		**68.47%**		**76.95%**
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		**59.30%**		**47.36%**		**57.50%**
Summary Statement 1 calculation: (c+d)/(a+b+c+d)						
Summary Statement 2 calculation: (d+e)/(a+b+c+d+e)						

Discussion of Baseline Data from FFY 2008

Baseline data indicate that 47% to 59% of children are functioning at a level comparable to same-aged peers when they exit the program and that 68% to 77% of children who entered the program below age expectations substantially increased their rate of growth by the time they exited.

Data from FFY 2007 is not presented because it does not provide a legitimate comparison to the FFY 2008 data due to the different way that was used to define “comparable to same-aged peers.” ADE is confident that the FFY 2008 results are more representative than those in prior years due to the improved calculation method, the collection of three full years worth of data, and the accurate data pull of all children who exited the program in FFY 2008.

Measureable and Rigorous Target

Targets were set based on the FFY 2008 baseline data and input from the stakeholder group. The following targets have been set for FFYs 2009, 2010, 2011, and 2012 for each outcomes area and each summary statement.

Table 7.2 Targets for FFY 2009 through FFY 2012

	Positive Social-Emotional Skills			
FFY	**2009-10**	**2010-11**	**2011-12**	**2012-13**
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	75.88%	76.38%	76.88%	77.38%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.30%	59.80%	60.30%	60.80%
	Acquiring and Using Knowledge and Skills			
FFY	**2009-10**	**2010-11**	**2011-12**	**2012-13**
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	68.47%	68.97%	69.47%	69.97%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	47.36%	47.86%	48.36%	48.86%
	Taking Appropriate Action to Meet Needs			
FFY	**2009-10**	**2010-11**	**2011-12**	**2012-13**
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	76.95%	77.45%	77.95%	78.45%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	57.50%	57.90%	58.50%	58.90%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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	August 2007 and continuing	ECE staff

Early Childhood Assessment Manual to assist PEAs efforts to link their assessment systems with SAIS.		
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

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		11/1/08 – 2/28/09	ADE/ECSE

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

	objectives for new professional development offerings			
	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 of a five-year contract with the four assessment publishers.	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 development considerations		1/1/09 – 6/30/10	ADE/ECSE
	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

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Implement new preschool assessment (Teaching Strategies GOLD) statewide	a) Identify and implement ADE infrastructure modifications		7/1/10-6/30/12	ADE/ECSE Director ADE/ECSE Specialist ADE IT
	b) Provide regional trainings on the use of Teaching Strategies GOLD		1/1/11-6/30/12	ADE/ECSE Teaching Strategies GOLD
2) Provide professional development activities around quality assessment practices	a) Provide professional development "How to Improve the Quality of your Ongoing Progress Monitoring Data" within areas of need as identified through the ECQUIP process and upon request of districts		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist
3) Increase the percentage of PEAs that collect and report timely preschool assessment data	a) Cross check child count data with district preschool assessment data		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist
	b) Notify districts if preschool assessment data are not submitted on time		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist

The following are new improvement activities for FFY 2011.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish an Early Childhood Data Collaborative (ECDC)	a) Obtain stakeholder input at quarterly meetings during transition to Teaching Strategies GOLD		7/1/11–6/30/13	ADE/ECSE EC Data Collaborative
	b) Use stakeholder input to guide development of State-level policies and procedures related to implementation of Teaching Strategies GOLD		7/1/11–6/30/13	ADE/ECSE EC Data Collaborative

2) Develop and disseminate publications statewide to serve as ongoing guidance and communication	a) Develop ADE Early Childhood Assessment Manual (guidance document) and disseminate statewide		7/1/11–6/30/13	ADE/ECSE
	b) Develop monthly bulletins to alert PEAs about updates and new guidance for preschool assessment instrument		7/1/11–6/30/13	ADE/ECSE

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

The data for this Indicator are taken from the Arizona Parent Survey. Arizona uses a 25-question parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The survey is attached to this report.

The Arizona Parent Survey uses a Web-based data collection system to collect confidential demographic information and parental responses to the 25-question NCSEAM rating scale. A paper version of the survey is available in English and Spanish, and large font, if needed. Parents complete the demographic data and 25 survey items. The data are analyzed using WINSTEPS statistical software. Following NCSEAM guidelines, a threshold score of 600 has been established for a positive response to the item “The school explains what options parents have if they disagree with a decision of the school.” The instrument measure implies that agreement with this threshold item indicates high likelihood of agreement with items located “under” it on the scale. A score of 600 is required for any parent’s survey response to be considered positive.

Each school year a new cohort of PEAs is selected to administer the survey. The cohort is composed of PEAs:

a) in the assigned year of the ESS monitoring cycle; or
b) with a student population of 50,000 or greater; or
c) which had < 10% response rate in the prior survey year; or,
d) which are newly opened (typically, charter schools).

Every parent within these PEAs who has a child with an Individualized Education Program (IEP) is given an opportunity to complete the survey via either the Web-based data collection system or mail. ADE/ESS ensures all newly opened PEAs (typically, charter schools) are included in a cohort and administer the parent survey. Thus, within the cohort, a census of parents completes the survey. The use of these procedures will allow the State to meet the requirement to report on each PEA at least once during the SPP cycle.

The ADE/ESS Parent Information Network Specialists (PINS) offer extensive ongoing technical assistance to PEAs, including guidance on how to maximize their parental response and involvement rates. The PIN specialists also provide free consultation, training, print and electronic special education resources, and toll-free assistance to families throughout Arizona.

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 Web-based Parent 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. 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 Targets
2006 (2006–2007)	45.0%
2007 (2007–2008)	46.0%
2008 (2008–2009)	47.0%
2009 (2009–2010)	48.0%
2010 (2010–2011)	50.0%

2011 (2011–2012)	60.0%
2012 (2012–2013)	65.0%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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

[19] New activities 8–11 added in FFY 2005.

Improvement Activities	Timelines	Resources
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
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, e-mail, 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

[20] This activity is discontinued for FFY 2007 because data analysis is done by ADE/R&E with stakeholder review and input from SEAP.
[21] New activity added for FY 2007.

				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 response and parent involvement rates		9/1/08-6/30/11	ADE/ESS PIN Coordinator MPRRC Web site and teleconferences Technical Assistance Alliance of Parent Centers (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

The following are new improvement activities for FFY 2010, and for FFY 2011 and 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Completed	Projected	
1) Evaluate PEA's feedback of the parent involvement survey process as a means of improving distribution to families and use of results to enhance parent involvement	a) Develop and administer a survey to PEAs that conducted the parent involvement survey during the 2005-2011 SPP		7/1/10-6/30/13	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists
	b) Examine PEA survey results to improve the parent involvement survey process and to advise PEAs on strategies for using the parent survey results to improve family		7/1/11-6/30/13	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists

	involvement			
2) Increase opportunities for PEAs and parents to gain knowledge about the parent involvement survey and related family involvement projects	a) Plan and develop a new ESS parent involvement survey Web site combining current links with access to research-based family involvement literature and effective projects		7/1/10-6/30/13	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists
	b) Test, revise, and launch the new ESS parent involvement survey Web site		7/1/11-6/30/13	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 the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§ 300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2009 reporting period, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue / Description of System or Process

The ADE/ESS collects the data from the PEAs through the October 1 Child Count report. The data are the same as collected and reported on Table 1 (Child Count) of the Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended, for all children with disabilities aged 6–21 served under IDEA.

The data are analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identifies all racial/ethnic groups for all PEAs in the State. The ADE/ESS also uses SAS to calculate an alternate risk ratio (ARR) for PEAs that may have low numbers of students in either a particular ethnic group or other ethnicities, or both. The formula determines an ARR for PEAs if the PEA had more than 10 students in an ethnic group of interest, but less than 10 students in the comparable group. The ARR gives meaningful information about the multitude of small-sized rural school districts and public charter schools in Arizona, whereas risk ratios are more difficult to interpret based on small numbers of students.

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: 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	≤ 0.30	30	30
Under representation	≥ 3.00	30	30

Arizona's Procedures to Determine if Disproportionate Representation is the Result of Inappropriate Identification

Arizona revised and refined its State procedures in FFY 2008 to ensure that policies, procedures, and practices are reviewed annually for all PEAs in a consistent manner and meet the requirements of 34 CFR §§ 300.173, 300.600(d)(3), and 300.602(a).

The data are analyzed annually and PEAs are flagged each year for both under representation and over representation, according to the State's definition. 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.

Arizona's Review of PEA's 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."

Arizona's Review of PEA's Practices

On an annual basis, Arizona 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.

Review of practices when a PEA is flagged for under representation or over representation the first year:

- The ESS specialist reviews current monitoring data, if applicable.
- The PEA conducts a self assessment of the agency's child find, evaluation, and eligibility practices to determine whether the disproportionate representation is a result of inappropriate identification. The self assessment consists of a series of questions requiring narrative responses and a review of student files using the State's monitoring forms. The ADE/ESS specialists conduct on-site visits and/or desk audits during the self assessment to validate the decisions made by the PEAs during the file reviews.

- Upon completion of the self assessment, the PEAs have the option to begin immediately revising their policies, procedures, and practices related to child find, evaluation, and eligibility and to correct any self-identified noncompliance. No more than 60 days after completion of the self assessment, the ESS specialists then interview the special education administrators and review student files via on-site visits and/or desk audits to verify correction of instances of the self-identified noncompliance, including child specific, and to ensure that regulatory requirements are being implemented based on subsequent file reviews of updated data.

Review of practices when a PEA is flagged for under representation or over representation for two or more consecutive years:

- If the PEA did not have disproportionate representation as a result of inappropriate identification the first year, then the ESS program specialist:
  - Reviews current monitoring data, if applicable, and;
  - Validates the prior year's self assessment by reviewing a sample of student files.
- If the PEA had disproportionate representation as a result of inappropriate identification the first year, then the PEA is required to:
  - Review current monitoring data, if applicable;
  - Review the prior year's self assessment, and describe the issues identified;
  - Describe the steps taken to resolve those issues;
  - Describe any current concerns regarding possible inappropriate identification;
  - Describe the resources and technical assistance utilized to help address the issues related to disproportionate representation within the agency; and,
  - Review individual student files using the State's monitoring forms.
    - The ADE/ESS specialists conduct on-site visits and/or desk audits during the file reviews to validate the decisions made by the PEAs.
    - The ESS specialists verify correction of instances of any self-identified noncompliance, including child specific, through on-site visits and/or desk audits.
    - The ESS specialist ensures that regulatory requirements are being implemented based on subsequent file reviews of updated data.

When Arizona makes findings of noncompliance as a result of the review of policies, practices and procedures, the PEA has one year from the date of written notification from the State to correct the noncompliance.

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

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 State is submitting new baseline information for FFY 2005 based on the procedures.

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 Targets
2005 (2005–2006)	
2006 (2006–2007)	0%
2007 (2007–2008)	0%
2008 (2008–2009)	0%
2009 (2009–2010)	0%
2010 (2010–2011)	0%
2011 (2011–2012)	0%

2012 (2012–2013)	0%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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
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

[22] Activities 4–10 are either modified or added in FFY 2005.
[23] Activity 7 was deleted in FFY 2006 in response to OSEP requirements.

Improvement Activities	Timelines	Resources
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 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		10/1/09 – 12/31/11	ADE/ESS Directors

[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.

	that are flagged as at risk for disproportionate representation			

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide support for PEAs that are flagged as at risk for disproportionate representation with a WRR ≤ 0.40 for under representation and ≥ 2.5 for over representation	a) Analyze data on an annual basis to flag PEAs that are at risk for disproportionate representation		7/1/10-6/30/13	ADE/ESS Deputy Associate Superintendent and Directors ADE/ESS Program Specialists ADE Research and Evaluation
	b) Notify PEAs on an annual basis that are flagged as at risk for disproportionate representation		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	c) Provide assessment tools and resources on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
2) Provide support for PEAs that are flagged for disproportionate representation with a WRR ≤ 0.30 for under representation and a WRR ≥ 3.0 for over representation	a) Notify PEAs on an annual basis that are flagged for disproportionate representation		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
3) Investigate strategies to assist PEAs that are flagged with disproportionate representation	a) Investigate resources from the regional Equity Center, NCCRESt, and ADE/OELAS (Office of English Language Acquisition Services		7/1/11-12/31/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors

	b) Obtain input from stakeholders via regional groups and Special Education Advisory Panel		7/1/11-12/31/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors
	c) Develop new strategies to assist PEAs that are flagged with disproportionate representation		1/1/12-6/30/12	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Program Specialists
	d) Implement new strategies to assist PEAs that are flagged with disproportionate representation		7/1/12-6/30/13	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Program Specialists

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 the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§ 300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2009, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue / Description of System or Process

The ADE/ESS collects the data from the PEAs through the October 1 Child Count report. The data are the same as collected and reported on Table 1 (Child Count) of the Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended, for all children with disabilities aged 6–21 served under IDEA.

The data are analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identifies all racial/ethnic groups for all PEAs in the State. The ADE/ESS also uses SAS to calculate an alternate risk ratio (ARR) for PEAs that may have low numbers of students in either a particular ethnic group or other ethnicities, or both. The formula determines an ARR for PEAs if the PEA had more than 10 students in an ethnic group of interest, but less than 10 students in the comparable group. The ARR gives meaningful information about the multitude of small-sized rural school districts and public charter schools in Arizona, whereas risk ratios are more difficult to interpret based on small numbers of students.

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 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	≤ 0.30	30	30
Under representation	≥ 3.00	30	30

Arizona's Procedures to Determine if Disproportionate Representation is the Result of Inappropriate Identification

Arizona revised and refined its State procedures in FFY 2008 to ensure that policies, procedures, and practices are reviewed annually for all PEAs in a consistent manner and meet the requirements of 34 CFR §§ 300.173, 300.600(d)(3), and 300.602(a).

The data are analyzed annually and PEAs are flagged each year for both under representation and over representation, according to the State's definition. 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.

Arizona's Review of PEA's 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."

Arizona's Review of PEA's Practices

On an annual basis, Arizona 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.

Review of practices when a PEA is flagged for under representation or over representation the first year:

- The ESS specialist reviews current monitoring data, if applicable.
- The PEA conducts a self assessment of the agency's child find, evaluation, and eligibility practices to determine whether the disproportionate representation is a result of inappropriate identification. The self assessment consists of a series of questions requiring narrative responses and a review of student files using the State's monitoring forms. The ADE/ESS

specialists conduct on-site visits and/or desk audits during the self assessment to validate the decisions made by the PEAs during the file reviews.

- Upon completion of the self assessment, the PEAs have the option to begin immediately revising their policies, procedures, and practices related to child find, evaluation, and eligibility and to correct any self-identified noncompliance. No more than 60 days after completion of the self assessment, the ESS specialists then interview the special education administrators and review student files via on-site visits and/or desk audits to verify correction of instances of the self-identified noncompliance, including child specific, and to ensure that regulatory requirements are being implemented based on subsequent file reviews of updated data.

Review of practices when a PEA is flagged for under representation or over representation for two or more consecutive years:

- If the PEA did not have disproportionate representation as a result of inappropriate identification the first year, then the ESS program specialist:
  - Reviews current monitoring data, if applicable, and;
  - Validates the prior year's self assessment by reviewing a sample of student files.
- If the PEA had disproportionate representation as a result of inappropriate identification the first year, then the PEA is required to:
  - Review current monitoring data, if applicable;
  - Review the prior year's self assessment, and describe the issues identified;
  - Describe the steps taken to resolve those issues;
  - Describe any current concerns regarding possible inappropriate identification;
  - Describe the resources and technical assistance utilized to help address the issues related to disproportionate representation within the agency; and,
  - Review individual student files using the State's monitoring forms.
    - The ADE/ESS specialists conduct on-site visits and/or desk audits during the file reviews to validate the decisions made by the PEAs.
    - The ESS specialists verify correction of instances of any self-identified noncompliance, including child specific, through on-site visits and/or desk audits.
    - The ESS specialist ensures that regulatory requirements are being implemented based on subsequent file reviews of updated data.

When Arizona makes findings of noncompliance as a result of the review of policies, practices and procedures, the PEA has one year from the date of written notification from the State to correct the noncompliance.

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

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 State is submitting new baseline information for FFY 2005 based on the procedures.

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**	1 PEA: Disproportionality not a result of inappropriate practices **1 PEA: Noncompliant practices corrected**

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

				yet reached	

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.

FFY	Measurable and Rigorous Targets
2005 (2005–2006)	
2006 (2006–2007)	0%
2007 (2007–2008)	0%
2008 (2008–2009)	0%
2009 (2009–2010)	0%
2010 (2010–2011)	0%
2011 (2011–2012)	0%
2012 (2012–2013)	0%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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

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

Primary Activity	Sub-Activities	Timeline	Resources

(GOAL)	(Objectives or Action Steps)	Complete	Projected	(Planned)
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

The following are new improvement activities for FFY 2010, and FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide support for PEAs that are flagged as at risk for disproportionate representation with a WRR ≤ 0.40 for under representation and ≥ 2.5 for over representation	a) Analyze data on an annual basis to flag PEAs that are at risk for disproportionate representation		7/1/10-6/30/13	ADE/ESS Deputy Associate Superintendent and Directors ADE/ESS Program Specialists ADE Research and Evaluation
	b) Notify PEAs on an annual basis that are flagged as at risk for disproportionate representation		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists

	c) Provide assessment tools and resources on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
2) Provide support for PEAs that are flagged for disproportionate representation with a WRR ≤ 0.30 for under representation and a WRR ≥ 3.0 for over representation	a) Notify PEAs on an annual basis that are flagged for disproportionate representation		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices		7/1/10-6/30/13	ADE/ESS Directors ADE/ESS Program Specialists
3) Investigate strategies to assist PEAs that are flagged with disproportionate representation	a) Investigate resources from the regional Equity Center, NCCRESt, and ADE/OELAS (Office of English Language Acquisition Services		7/1/11-12/31/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors
	b) Obtain input from stakeholders via regional groups and Special Education Advisory Panel		7/1/11-12/31/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors
	c) Develop new strategies to assist PEAs that are flagged with disproportionate representation		1/1/12-6/30/12	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Program Specialists
	d) Implement new strategies to assist PEAs that are flagged with disproportionate representation		7/1/12-6/30/13	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Program Specialists

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Evaluation Timelines

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

Overview of Issue / Description of System or Process

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. The monitoring system includes 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.

The monitoring system includes a root cause analysis when a PEA does not meet the 100% compliance status. Evaluations that exceeded the 60-day timeline are reviewed again following the monitoring to ensure that the evaluation was completed even though the timeline was exceeded. The monitoring system also requires that 100% compliance on this requirement be demonstrated either through extensive subsequent file sampling or database analysis prior to closing out a PEA's monitoring. Information related to the number of days beyond the 60-day timeline and the specific reasons for any delays are reported.

Baseline Data for FFY 2004 and 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 Targets
2006 (2006–2007)	100%
2007 (2007–2008)	100%
2008 (2008–2009)	100%
2009 (2009–2010)	100%
2010 (2010–2011)	100%
2011 (2011–2012)	100%
2012 (2012–2013)	100%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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

Improvement Activities	Timelines	Resources
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
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

The following are new improvement activities for FFY 2008.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Decrease the number of unfilled positions for speech/language pathologists in Arizona	a) Collect and analyze data on unfilled positions in PEAs through the Annual Special Education Data Collection		7/1/09 – 6/30/11	ADE/ESS CSPD ADE/ESS Data Management Specialist
	b) Recruit at national ASHA conference		7/1/09 – 6/30/11	ADE/ESS CSPD
	c) Recruit at national CEC conference		7/1/09 – 6/30/11	ADE/ESS CSPD
	d) Conduct annual Arizona Teach-In, a statewide recruitment fair for Arizona education employers		7/1/09 – 6/30/11	ADE/ESS CSPD
	e) Sponsor the Arizona Education Employment Board, a free statewide employment board for employers and prospective employees		7/1/09 – 6/30/11	ADE/ESS CSPD
	f) Provide tuition assistance in the master's program to school-based speech-language technicians via the SPDG grant and a contract with Arizona State University and Northern Arizona University		7/1/09 – 6/30/11	ADE/ESS CSPD
2) Decrease the number of unfilled positions for school psychologists in Arizona	a) Collect and analyze data on unfilled positions in PEAs through the Annual Special Education Data Collection		7/1/09 – 6/30/11	ADE/ESS CSPD ADE/ESS Data Management Specialist
	b) Recruit at national CEC conference		7/1/09 – 6/30/11	ADE/ESS CSPD
	c) Conduct annual Arizona Teach-In, a statewide recruitment fair for Arizona		7/1/09 – 6/30/11	ADE/ESS CSPD

	education employers			
	d) Sponsor the Arizona Education Employment Board, a free statewide employment board for employers and prospective employees		7/1/09 – 6/30/11	ADE/ESS CSPD
3) Revise ADE/ESS AZTAS evaluation and eligibility document used for technical assistance (AZTAS is the Arizona Technical Assistance System)	a) ADE/ESS will rewrite the AZTAS Evaluation and Eligibility document	Activities completed from 1/1/09 to 6/30/09. Evaluation document revised to reflect new requirements and procedures. Expanded with new guidance, sample forms, and definitions.	1/1/09 – 6/30/09	ADE/ESS Deputy Associate Superintendent and Directors
	b) Disseminate the AZTAS Evaluation and Eligibility document to the PEAs electronically and via ESS specialist		7/1/09 – 6/30/10	ADE/ESS Deputy Associate Superintendent, Directors, and Specialists

The following are new improvement activities for FFY 2010, and for FFY 2011 and 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and disseminate flyer to PEAs that will inform about timeline for initial evaluations	a) Create flyer with Arizona Administrative Code (AAC) information on initial evaluation timeline		10/1/10-11/30/10	ADE/ESS Directors
	b) Disseminate flyer to PEAs via ESS specialists		12/1/10-6/30/11	ADE/ESS Directors and Specialists
2) Develop and conduct webinars pertaining to the requirements for compliant evaluations and IEPs	a) Develop webinar trainings for evaluation and IEP requirements		12/1/10-6/30/11	ADE/ESS Directors and Specialists
	b) Conduct statewide webinars for evaluation and IEP requirements		7/1/11-12/31/11	ADE/ESS Directors and Specialists
	c) Collect and analyze training feedback from participants		1/1/12-4/30/12	ADE/ESS Directors and Specialists
	d) Collect corrective action close-out (timeline) data for		5/1/12-6/30/12	ADE/ESS Directors and Specialists

	evaluation and IEP monitoring line items			
3) Review the ADE/ESS AZTAS Evaluation and Eligibility technical assistance document and revise, as necessary	a) Review the AZTAS Evaluation and Eligibility document to determine if current with statute and regulations		7/1/11-12/31/11	ADE/ESS Deputy Associate Superintendent and Directors
	b) Revise the AZTAS Evaluation and Eligibility document, if appropriate		1/1/12-6/30/12	ADE/ESS Deputy Associate Superintendent, Directors, and Specialists
	c) Disseminate revised AZTAS Evaluation and Eligibility document via ESS Web site and ESS specialists		7/1/12-6/30/13	ADE/ESS Directors and Specialists

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Early Childhood Transition

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

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

Measurement

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR § 300.301(d) applied.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Overview of Issue / Description of System or Process

The Arizona Department of Education Early Childhood Education division (ADE/ECE) works with the Arizona Department of Economic Security/Arizona Early Intervention Program (DES/AzEIP), the State entity responsible for Part C early intervention services, to ensure children and their families experience a timely transition from Part C early intervention services to Part B preschool special education services.

The ADE/ECE collects census data for all children who are referred for DES/AzEIP services through the Annual Special Education Data Collection, an ADE Web-based system. For those children found eligible, PEAs report the number of children who have an Individualized Education Program (IEP) implemented by the third birthday. For children who are not provided FAPE or who are found non-eligible by age three, data are collected for the reason and number of days beyond the timeline that FAPE was provided.

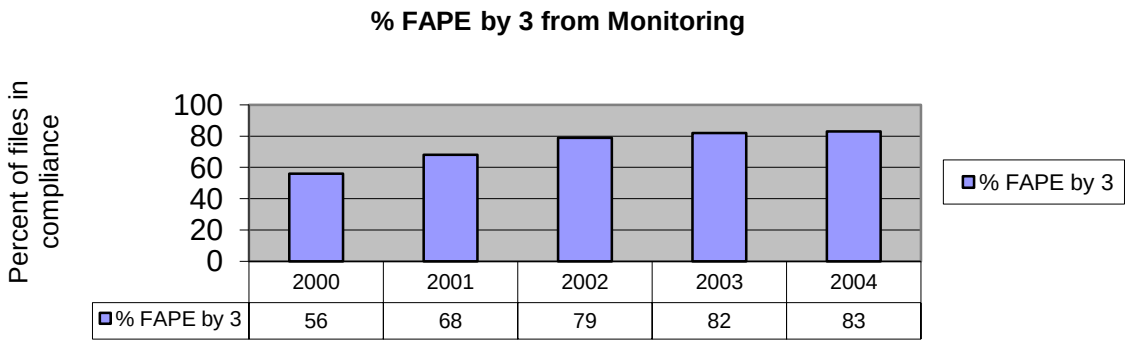
The ADE/ECE has procedures to correct noncompliance within one year of written notification of noncompliance to the PEAs. If noncompliance is not corrected within one year from the date of written notification, enforcement action consists of interruption of funds until noncompliance is corrected.

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



	2000	2001	2002	2003	2004
% FAPE by 3	56	68	79	82	83

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 Data 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	Measurable and Rigorous Targets

2005 **(2005–2006)**	100%
2006 **(2006–2007)**	100%
2007 **(2007–2008)**	100%
2008 **(2008–2009)**	100%
2009 **(2009–2010)**	100%
2010 **(2010–2011)**	100%
2011 **(2011–2012)**	100%
2012 **(2012–2013)**	100%

Improvement Activities / Timelines / Resources

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
4. Modify the EC transition data collection form to include the new requirement to identify	Winter 2007	ESS Data Collection Manager

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

Improvement Activities	Timelines	Resources
those children whose parents were the cause of any transition delay.[29]		
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 e-mail 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

The following is a new improvement activity for FFY 2008 based on guidance from the OSEP Early Childhood Transition FAQs dated 12/1/09.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Improve data collection system to ensure reliability and validity of data	a) Modify the ESS Annual Special Education Data Collection		1/1/10 – 3/1/10	ADE/ESS/ECSE
	b) Train PEAs about Annual Special Education Data Collection		3/1/10 – 6/1/10	ADE/ESS Data Management
	c) Add date of referral to AzEIP on the AzEIP forms used for transition meetings		1/1/10 – 6/30/10	AzEIP Staff
	d) Modify the ECSE process to verify correction of noncompliance		11/1/09 – 3/1/10	ADE/ECSE
	e) Train PEAs about changes to data collection, reporting, and verification		1/1/10 – 6/30/11	ADE/ECSE AzEIP

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

1) Implement new series of transition trainings regarding 2010 IGA	a) Provide professional joint development activities with service coordinators and school district personnel that emphasize 100% compliance and building of relationships		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff
2) Post training materials to ADE/ECSE Web site	a) Provide access to professional development training materials for AzEIP and school district personnel on		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff

	ADE/ECSE Web site			
3) Promote and support "I'm Turning 3: What's Next for Me" parent trainings	a) Post "I'm Turning 3: What's Next for Me" on ECSE Web site		7/1/10-6/30/13	ADE/ECSE AzEIP Staff PEA Staff Parent Information Network Specialists Raising Special Kids
4) Maintain Alert System between Part C and Part B to examine and resolve systemic and situational issues	a) Respond to individual alerts at local level to resolve issues		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff
	b) Maintain database to track number of alerts reported to ADE/ECSE and AzEIP		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff
5) Conduct targeted technical assistance to PEAs found to be noncompliant	a) Provide phone and e-mail consultation to PEAs found to be noncompliant		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff
	b) Review noncompliant PEAs' policies, procedures, and practices via desk audits and monthly review of data		7/1/10-6/30/13	ADE/ECSE Director ADE/ECSE Specialist AzEIP Staff

The following is a new improvement activity for FFY 2011

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise the Intergovernmental Agreement (IGA) with the Arizona Early Intervention Program (AzEIP)	a) Review and revise the 2010 IGA with AzEIP to align with the Part C regulations		7/1/11–6/30/13	ADE/ECSE Director AzEIP Staff

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue / Description of System or Process

The data for this indicator are extracted from the ESS monitoring system in effect for the 2010-2011 school year. The National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist was used as a guide for the eight components from which data are pulled. The eight items are:

- Measurable post-secondary goals
- Postsecondary goals updated annually
- Postsecondary goals based upon age appropriate transition assessment
- Transition services
- Courses of study
- Annual IEP goals related to transition service needs
- Student invited to IEP meeting
- Representative of participating agency invited to IEP meeting

A root cause analysis is included in the monitoring when compliance is less than 100% for any component related to this indicator. The monitoring system also requires that 100% compliance on this requirement be demonstrated through extensive subsequent file sampling prior to closing out a PEA's monitoring.

Baseline Data for FFY 2009 (using 2009-2010 data)

a. Number of youth with an IEP age 16 and above	**896**
b. Number of youth with IEPs aged 16 and above with an IEP that includes all the required components of secondary transition	**809**
Percent of youth with IEPs aged 16 and above with an IEP that includes all the required components of secondary transition. (Percent = [(b) divided by (a)] times 100)	**90%**

Discussion of Baseline Data for FFY 2009 (using 2009-2010 data)

The data for Indicator 13 are from the Arizona monitoring system. Public education agencies (PEAs) are selected for monitoring each fiscal year based on the results of a review of the agency's data, including that from the SPP/APR, dispute resolution, audit findings, and annual determinations. While Arizona has maintained a 6-year monitoring cycle with assigned activities always occurring in year 4, PEAs can be moved into year 4 when the data reviews indicate systemic issues.

Data are collected from the PEAs during one of three types of monitorings:

- Data Review - PEAs review student files with a focus on Indicator 13. The ADE/ESS specialist validates the compliance calls. The student file forms are submitted to ESS for data entry.
- Self-Assessment - PEAs review student files and collect data for Indicator 13. The PEAs also focus on identified SPP/APR Indicators with agency results that have not met the State target. The ADE/ESS specialist validates the compliance calls. The student file forms are submitted to ESS for data entry.
- On-Site - PEAs and the ADE/ESS team reviews student files, collects data through surveys and interviews, and collects data for Indicator 13. The ADE/ESS staff inputs data.

During FFY 2009, a finding by incidence for Indicator 13 is defined as every individual source of information, and having a description of a Federal or State statute or regulation. A source of information for Indicator 13 is a student file. The finding by incidence is a written notification to the PEA by the State that the individual source of information is noncompliant.

During the summer of 2009, the ESS Monitoring Team and the ESS transition specialists aligned the line items in the monitoring system to the NSTTACC Indicator 13 Checklist items so that baseline data could be captured. The baseline data include all eight components from the NSTTAC checklist.

FFY 2009 Findings of Noncompliance

# of findings by incidence of noncompliance	# of findings by incidence corrected prior to one-year timeline as of 1/15/11
87	65

Arizona made 87 findings of noncompliance in FFY 2009. Although the PEAs have one year to correct the noncompliance, 65 findings have been corrected as of January 15, 2011.

FFY	Measurable and Rigorous Targets
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

FFY 2008 Findings of Noncompliance

Arizona did not report on Indicator 13 in the FFY 2008 APR. The correction of FFY 2008 findings of noncompliance for Indicator 13 is reported in Indicator 15.

Correction of Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Improvement Activities / Timelines / Resources

Improvement Activities Developed in FFY 2007 Completed, Discontinued, and/or Revised, with Justification, for FFY 2009

The following improvement activities that were developed in FFY 2007 have been completed, discontinued, and/or revised for FFY 2008 and FFY 2009. Activities #1 (a), (b), and (c) are completed and revised; activities #2 (a) through (h) are completed and/or discontinued. Revisions to the improvement activities related to goal #1 are necessary because of the redesign of the comprehensive training plan for secondary transition and the inclusion of all required eight components into the Indicator 13 measurement. The discontinuation of improvement activities related to goal #2 are due to integration of the activities of the pilot Transition Mentor program into the ESS capacity building grant related to secondary transition in FFY 2009. Refer to the new improvement activities in separate section below.

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	a) Identify PEAs in Years 2, 3, and 4 of the monitoring cycle through collaboration with ESS program specialists	Activities completed 7/31/08. The PEA list for FFY 2008 completed July 2008.	7/1/08-6/30/11	ESS Transition Specialists ESS Program

compliance with postsecondary requirements related to Indicator 13		This activity completed and revised (see new improvement activities).		Specialists
	b) Provide regional trainings on secondary transition IEP requirements	Activities completed from 7/1/08 to 5/30/09. 31 regional trainings on Indicator 13 were provided statewide. This activity completed and revised (see new improvement activities).	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.	Activities completed 7/31/09. This activity completed and revised to reflect the OSEP requirement to report on all eight Indicator 13 components (see new improvement activities).	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	Activities completed 1/30/09. 16 PEAs were invited and participated in the Pilot Mentoring Project. This activity completed and discontinued.	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 guide steps. 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	Activities completed from 2/1/09 to 3/31/09. 1.5 day trainings were provided in 3 different southern Arizona locations for the 16 PEAs that participated. This activity completed and discontinued.	2/1/09-3/31/09	ESS Transition Specialists ESS Staff MPRRC NSTTAC

	improving the academic and functional achievement of the student to facilitate his/her 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 guide steps	Activities completed 3/31/10. This activity completed and discontinued.	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	Activities completed 5/29/09. Two teleconferences were conducted. ESS will integrate this activity into the secondary transition capacity building grant for FFY 2009. This activity completed and discontinued.	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 guide steps, and celebrate success	Activities completed from 1/1/10 to 3/31/10. ESS specialists compiled data and shared results with Pilot Mentoring participants. This activity completed and discontinued.	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	This activity discontinued.	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	This activity discontinued.	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	Activities completed 4/29/09. The Pilot Mentoring model was determined successful and will be incorporated into the secondary transition capacity building grant for FFY 2009, one year earlier than anticipated. This activity completed and discontinued.	6/1/10-6/3010	ESS Leadership ESS Transition Specialists

Improvement Activities Developed in FFY 2008 and Completed for FFY 2009

The following are new and/or revised improvement activities developed and implemented during FFY 2008 and FFY 2009 to ensure compliance with the transition requirements. Arizona did not report on Indicator 13 in the FFY 2008 APR; thus, these activities were not reported. Revisions to the FFY 2007 improvement activities were necessary because of the redesign of the comprehensive training plan for secondary transition and the inclusion of all required eight components into the Indicator 13 measurement. A new goal and activities were written to incorporate the activities of the pilot Transition Mentor program into the ESS capacity building grant related to secondary transition in FFY 2008.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise, implement, and evaluate a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13	a) On an annual basis, identify PEAs in Years 2 and 3 of the monitoring cycle through collaboration with ESS specialists	Activities completed 8/31/09. FFY 2009 PEA list completed August 2009. The Annual Site Visit Log (ASVL) from SY 2008-2009 was utilized to identify PEAs most in need of training and TA for Indicator 13.	7/1/09-6/30/10	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, review, revise (if necessary), and implement the comprehensive training plan, emphasizing the eight required components of Indicator 13	Activities completed from 7/1/09 to 6/30/10. The FFY 2009 review and revision of the Strategic Plan for Statewide Transition Planning was completed July 2009. Implementation of the Strategic Plan was	7/1/09-6/30/10	ADE/ESS Transition Specialists

		completed from July 2009 to June 2010. **The Strategic Plan includes seven main components:** 1. Provide training to targeted PEAs and in response to requests from non-targeted PEAs for Indicator 13; 2. Organize Arizona's Ninth Annual Transition Conference focusing on improving post-school outcomes for students with disabilities by providing sessions on transition planning and dropout prevention; 3. Provide training to special education directors from across the state at the annual ADE/ESS Director's Institute; 4. Provide capacity building grants to PEAs to facilitate intra/inter agency collaboration and build local capacity to improve post-school outcomes through local interagency work, as well as provide intensive training and support to achieve 100% compliance on Indicator 13; 5. Collaborate with national technical assistance centers and organizations including NSTTAC, NPSO, NDPC-SD, and the NASDSE IDEA Partnership Community of Practice on Transition and Transition Coalition; 6. Participate with other Arizona state agencies including RSA/VR, DDD,		

		Department of Behavioral Health and the Office for Children with Special Health Care Needs; 7. Collaborate with other ADE sections (High School Renewal and Redesign, Career Technical Education, Dropout Prevention, and School Guidance Counselors) and ADE/ESS areas (Program Support, Assistive Technology, and Parent Information Network). **All components of Arizona's Strategic Plan for Statewide Transition Planning were implemented and completed during FFY 2009. Activities were immediately implemented upon revision, from 8/1/09 to 6/30/10.** Activities completed: • 449 participants from 64 targeted and non-targeted PEAs received Indicator 13 training from ADE/ESS transition specialists at 28 sites statewide from July 2009 to June 2010. • Arizona's Ninth Annual Transition Conference was held in September 2009 and offered sessions focused on improving compliance with the eight components of Indicator 13. 713 participants attended the conference, including education and agency professionals, youth, young adults, and family members of youth with disabilities, and vendor/exhibitors.		

		• 181 PEA participants attended Indicator 13 trainings provided by ADE/ESS transition specialists at the annual ADE/ESS Directors Institute in August 2009. • 14 PEAs participated in Year 1 of the Secondary Transition Mentoring Project (STMP) capacity building grant, which provided intensive training and support by ADE/ESS in collaboration with STMP grant coaches from the University of Kansas/Transition Coalition, to achieve 100% compliance on Indicator 13 over seven professional development days and through an intensive, month-long on-line short course. • Collaboration with national technical assistance centers and organizations occurred throughout the year and included: participation in NPSO and NSTTAC Community of Practice calls; utilization of resources from the NSTTAC Web site; participation in the NASDSE IDEA Partnership, Community of Practice National Meeting; and attendance at the National Secondary Transition Planning Institute (May 2010), where OSEP, NPSO, NSTTAC, and NDPC-SD provided guidance. Additionally, ADE/ESS maintains ongoing collaboration with the University of Kansas		

		Transition Coalition and the Mountain Plains Regional Resource Center. • At the state level, ADE/ESS collaborates with RSA/VR, DDD, Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN) monthly through the Arizona Community of Practice on Transition (AZCoPT). In FFY 2009, AZCoPT completed a presentation for use statewide through RSA/VR and DBHS teleconferencing media to introduce participants to the supports/services available to school-aged and adult individuals with disabilities. • ADE/ESS collaboration meetings with the ADE sections of High School Renewal and Redesign, Career Technical Education, Dropout Prevention, and School Guidance Counselors were held approximately every four months and resulted in cross-training for conferences sponsored by each ADE section on the topic of secondary transition. • Intra-ADE/ESS collaborative efforts included: monthly meetings with PINS (Parent Information Network Specialists) as fellow AZCoPT members, as well as involvement with PINS during quarterly Transition Conference		

		Planning Committee meetings; at least quarterly meetings with ESS Program Support to discuss the use of the Annual Site Visit Log (ASVL); review/revision of secondary transition section of the monitoring manual, and needed secondary trainings for ESS program specialists and PEAs; and the development of collaborative presentations with the ADE/ESS Assistive Technology Unit.		
	c) On an annual basis, create and disseminate information through a variety of sources: annual statewide conference, monitoring alerts, Web site and listserv announcements	Activities completed from 7/1/09 to 6/30/10. • Four Indicator 13 presentations were offered at the ADE/ESS Directors Institute in August 2009 for approximately 181 participants. • Fifty-two sessions on a wide variety of Indicator 13 topics were offered at the ADE/ESS Statewide Transition Conference held in September 2009. • A Secondary Transition Monitoring Alert describing the changes to the secondary transition IEP requirements was disseminated via the Special Education Directors listserv and posted to the ADE/ESS Program Support and Secondary Transition Web sites in September 2009. • The ADE/ESS Secondary Transition Web site was redesigned in January 2010 and included	7/1/09-6/30/10	ADE/ESS Transition Specialists

		Indicator 13 materials from NSTTAC, IDEA Partnership, and other secondary transition technical assistance centers. Web links to TA centers and other resources were also provided. The Web address is www.azed.gov/ess/specialprojects/transition/.		
	d) On an annual basis, analyze pre-and post-training data collected through the Annual Site Visit Log (ASVL) for each PEA to determine level of compliance on all eight required components of Indicator 13	Activities completed from 7/1/09 to 6/30/10. • Analysis of pre-training data found in the (ASVL) was completed in January 2010 after all ESS program specialists were able to complete at least one PEA annual site visit during fall 2009. • Post-training data analysis of 134 PEAs trained in secondary transition during FFY 2009 showed a 92.5% average for compliance with the eight items for Indicator 13.	7/1/09-6/30/10	ADE/ESS Transition Specialists ADE/ESS Program Specialists
2) Provide a two year capacity building grant to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who met eligibility requirements and extend invitations to participate in STMP trainings	Activities completed from 1/1/09 to 7/30/09. • Utilizing Annual Site Visit (ASV) data, 52 PEAs achieving significantly less than 100% compliance on secondary transition were invited to submit for Year 1 of the noncompetitive STMP capacity building grant. • Fourteen PEAs were accepted for participation in Year 1 of the STMP Team Training in July 2009.	7/1/09-6/30/10	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, provide in-depth and ongoing professional development on transition	Activities completed from 7/1/09 to 6/30/10. • STMP participants	7/1/09-6/30/10	ADE/ESS Transition Specialists

	requirements and best practices	attended Arizona's Ninth Annual Transition Conference, which included a STMP team orientation and designated sessions. • ADE/ESS, in collaboration with STMP grant coaches from the University of Kansas/Transition Coalition, created instructional materials for STMP grant participants designed to accomplish the following Indicator 13 goals: identify PEA barriers to meeting transition requirements; develop an action plan to eliminate barriers; create IEPs that meet transition requirements; implement training to build intra-PEA capacity to attain 100% compliance on secondary transition requirements; determine improvement made and target areas still in need of improvement. • Four training days spread throughout the year, an on-line short course, and a webinar were provided for STMP grant Year 1 participants in FFY 2009.		
	c) On an annual basis, analyze pre-and post-training data collected during STMP trainings for each PEA that participated to determine level of compliance on all eight required components of Indicator 13	Activities completed from 7/1/09 to 6/30/10. • ADE/ESS analysis of eligibility data for participation in STMP indicated an average Indicator 13 compliance score of 42%. • Measures to determine effectiveness of STMP training included: a) During each Year 1 training, participants	7/1/09-6/30/10	ADE/ESS Transition Specialists

		reviewed IEPs from their PEAs using the NSTTAC checklist. The April 2010 training included instruction and extensive practice in the use of interrater reliability measures. As a result, cross-PEA file reviews resulted in participant consensus on compliance for each file reviewed. b) STMP training participants completed a pre/post evaluation of their competency in transition. The eleven-question survey identified participant's self-perception of knowledge and skills related to all components of Indicator 13 and best practices in transition planning. Using a Paired Samples T-Test, all scores indicated a statistically significant increase (> 1 point on a 5 point scale) in knowledge from the beginning to the end of Year 1 training. c) Review of ADE/ESS participant evaluation forms showed significant increases on self-rating measures of knowledge at different times during the STMP training experience. Using a scale of 1 to 5 (1 = low and 5 = high), 44% of STMP participants rated their entry level knowledge as a 4 or 5, compared to 95% of participants at exit from the STMP training experience. Additionally, 12% of participants indicated "low" entry level knowledge, compared with 0% of participants' post-STMP training.		

		d) ADE/ESS also anticipated using pre/post Annual Site Visit (ASV) data as a measure to determine effectiveness of training and improved level of Indicator 13 compliance. ASV data was not collected on every STMP team between the conclusion of Year 1 training (April 2010) and June 30, 2010, However, of the five PEAs with spring ASV data, average compliance increased from 57% (from fall 2008 ASV data used for STMP eligibility) to 99%. ADE/ESS is reviewing and refining processes to determine if ASV data can be obtained and used as a pre/post measure. Current barriers to its use include: ability to collect post-training ASV data by ESS program specialists within the timeframe needed for SPP/APR reporting, number of files reviewed, and representativeness of IEPs written post-STMP training. e) Anecdotal information provided by STMP training participants and ESS program specialists indicates significant improvement in PEA knowledge and compliant practices.		

The following are revised and new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	

1) Revise, implement, and evaluate a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13	a) On an annual basis, identify PEAs in Years 2 and 3 of the monitoring cycle through collaboration with ESS specialists		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, review, revise (if necessary), and implement the comprehensive training plan, emphasizing the eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, create and disseminate information through a variety of sources: annual statewide conference, monitoring alerts, Web site, and listserv announcements		7/1/10-6/30/13	ADE/ESS Transition Specialists
	d) On an annual basis, analyze pre-and post-training data collected through the Annual Site Visit Log (ASVL) for each PEA to determine level of compliance on all eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
2) Provide a two year capacity building grant to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who met eligibility requirements and extend invitations to participate in STMP trainings		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
	b) On an annual basis, provide in-depth and ongoing professional development on transition requirements and best practices		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) On an annual basis, analyze pre-and post-training data collected during STMP trainings for each PEA that participated to determine level of compliance on all eight required components of Indicator 13		7/1/10-6/30/13	ADE/ESS Transition Specialists

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Post School Outcomes

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

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Overview of Issue / Description of System or Process

In response to the changes made to Indicator 14, the ADE/ESS developed a new baseline, new targets, and improvement activities. Additionally, the ADE/ESS implemented a new Post-School Outcomes (PSO) Survey, data collection process, and measurement for designated PEAs to use in the collection of post-school outcome data. All revisions to survey questions and measurement align with guidance and technical assistance provided by the National Post-School Outcomes (NPSO) Center and approved by OSEP.

Over the course of the State Performance Plan (SPP), PEAs have been asked to collect and report post-school outcome data during the second year of the six-year monitoring cycle. The monitoring cycle is a representative sample of Arizona's districts and charter schools, including the geographic and ethnic diversity of the State. Although states were not required to report Indicator 14 in the FFY 2008 APR, ESS elected to collect data to ensure all PEAs were included in the data collection efforts at least once during the FFY 2005-2010 SPP. Post-school outcome data collected during FFY 2008 were reported only to PEAs.

In order to participate in the post-school data collection, PEAs gather contact information on exiting students and either input the data into the online PSO data collection system or maintain contact information locally. Exiting students include those who have graduated with a regular diploma, left school early (i.e., dropped out, expelled, status unknown, absence), or aged out of school. The following year, between July and September, PEAs contact the respondents (which could include the youth or their designated family member) to complete a PSO Survey.

The PSO data collection system uses a secure application as part of the ADE Common Logon. Updates to the application include auto-population of student demographic information and exit reason imported directly from the Student Accountability Information System (SAIS), a Web-based system for reporting all student-level details to the ADE. This improvement to the data collection system provides increased ability to analyze data, including the ability to evaluate data at a State, PEA, and individual school level, when appropriate. Technical assistance is provided to PEAs with inadequate or unrepresentative data.

Definitions

The following definitions are utilized by the ADE/ESS in the data collection for Indicator 14:

Competitive employment includes youth who have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school.

Higher education includes youth who have been enrolled on a full- or part-time basis in a community college, or a college/university for at least one complete term, at any time in the year since leaving high school.

Some other employment includes youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school.

Other postsecondary education or training includes youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program.

Response Rate and Representativeness

As shown in Table 14.1, Response Rate Calculation, 2003 youth exited PEAs during the 2008-2009 school year. Interviews were conducted with 1350 youth or their family members. The response rate was 67.4%.

Table 14.1 Response Rate Calculation

Number of leavers in the cohort	2003
Number of completed surveys	1350
Response rate (1350/2003)	67.4%

The ADE/ESS used the Response Calculator (Table 14.2) provided by the NPSO Center to calculate representativeness of the respondent group on the characteristics of disability type, ethnicity, gender, and dropout to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth in the cohort with an IEP who exited school in 2008-2009.

According to the NPSO Response Calculator, differences between the Respondent Group and the Cohort Leaver Group of +/- 3% are important. Negative differences indicate an under representation of the group and positive differences indicate over representation. In Table 14.2, bolded text is used to indicate a difference exceeding the +/- 3% interval.

Table 14.2 NPSO Response Calculator

	Representativeness								
	Overall	**LD**	**ED**	**MR**	**AO**	**Female**	**Minority**	**ELL**	**Dropout**
Cohort Leaver Totals	2003	1308	214	196	285	683	311	106	454
Response Totals	1350	868	134	133	215	459	186	68	214
Cohort Leaver Representation		65.30%	10.68%	9.79%	14.23%	34.10%	15.53%	5.29%	22.67%
Respondent Representation		64.30%	9.93%	9.85%	15.93%	34.00%	13.78%	5.04%	15.85%
Difference		-1.01%	-0.76%	0.07%	1.70%	-0.10%	-1.75%	-0.26%	**-6.81%**

As displayed in Table 14.2, Arizona was under represented in the category Dropout only and was not over represented in any category.

Selection Bias

The under representation of youth in the category of Dropout could be attributed to the fact that youth who have dropped out, in general, are difficult to contact. The lack of representation between the respondents and the cohort in the Dropout category will be addressed in the improvement activities.

Missing Data

Table 14.3 Missing Data

Number of leavers in the cohort	2003
Number of leavers for whom outcome information is missing	653
Percentage of leavers for whom outcome information is missing	32.6%

Table 14.3 shows that post-school outcome information is missing for 32.6% (n = 653) of former students in the sample. In the current data collection method, PEAs are unable to provide reasons for failure to collect survey information. To address missing information and allow for future trend analysis, an additional improvement activity is proposed to explore modification of the PSO data collection system to capture reasons for failure to collect survey information. An additional improvement activity will target increasing the rate of response for all cohort leaver youth and youth who have dropped out.

Baseline Data from FFY 2009

As shown in Figure 14.1, Arizona PSO Survey FFY 2009 Cohort, 2007-2008 School Year Exiters, 13.8% (n = 186) of Arizona's respondent leavers from school year 2008-2009 were engaged in higher education; 34.6% (n = 467) were engaged in competitive employment; 12.2% (n = 165) reported being involved in some other postsecondary education or training program; 10% (n = 135) were engaged in some other employment; and 29.4% (n = 397) were considered not engaged.

Figure 14.1 Arizona PSO Survey FFY 2009 Cohort 2007-2008 School Year Exiters

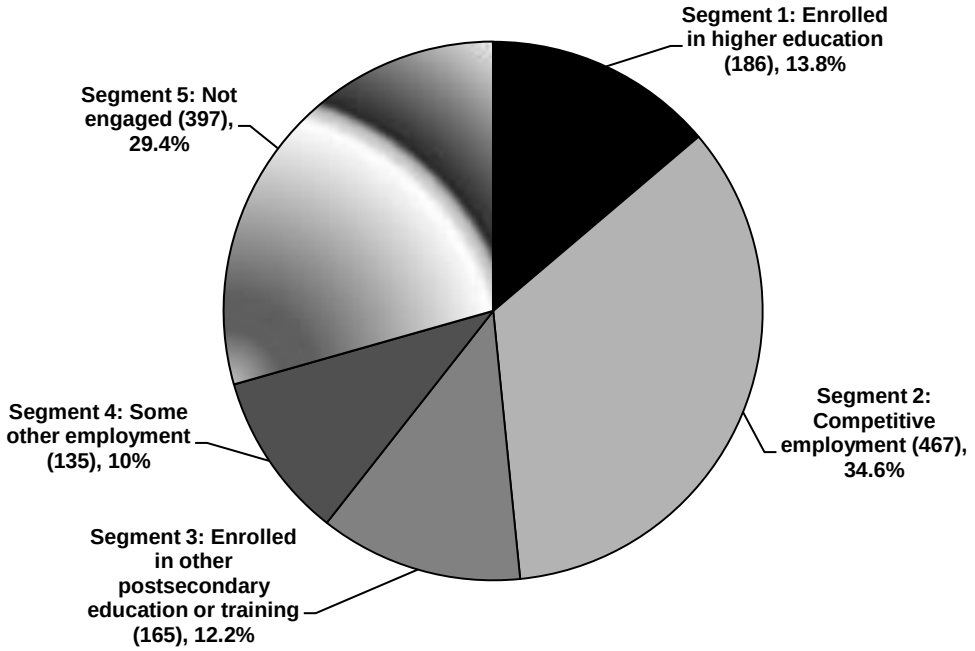


Figure 14.1

Measurement A	13.8%	Equals Segment 1
Measurement B	48.4%	Equals Segments 1 + 2
Measurement C	70.6%	Equals Segments 1 + 2 + 3 + 4

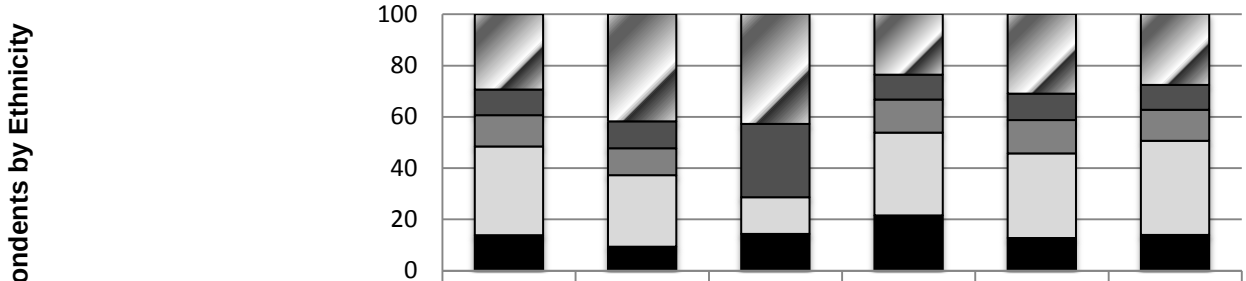
Discussion of Baseline Data

As shown in Figure 14.1, Arizona's baseline data for the three measures A, B, and C are as follows:

- Measurement A = 13.8% of respondent leavers enrolled in higher education within one year of leaving high school;
- Measurement B = 48.4% of respondent leavers enrolled in higher education or competitively employed within one year of leaving high school;
- Measurement C = 70.6% of respondent leavers were enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.

To understand further the post-school outcomes of youth in Arizona, the NPSO Data Use Toolkit was used to identify two areas requiring further analysis. The first area involved outcomes by ethnicity and the second, outcomes by disability category. As shown in Figure 14.2, Post-School Outcomes for 2008-2009 Exiters by Ethnicity, a large percentage of American Indian or Alaskan Native respondents were categorized as not engaged (41.9%), compared against the overall statewide respondents percentage of non-engaged youth (29.4%). Arizona needs to refine the PSO data collection survey and system to explore collection of additional data about non-engaged youth, as well as conduct root cause analyses at the regional level to better understand what is happening with American Indian or Alaskan Native leavers. Further, Arizona will explore collecting geographic information (i.e., urban, rural, and remote) to better understand if geographic location is impacting engagement rates for students in the state.

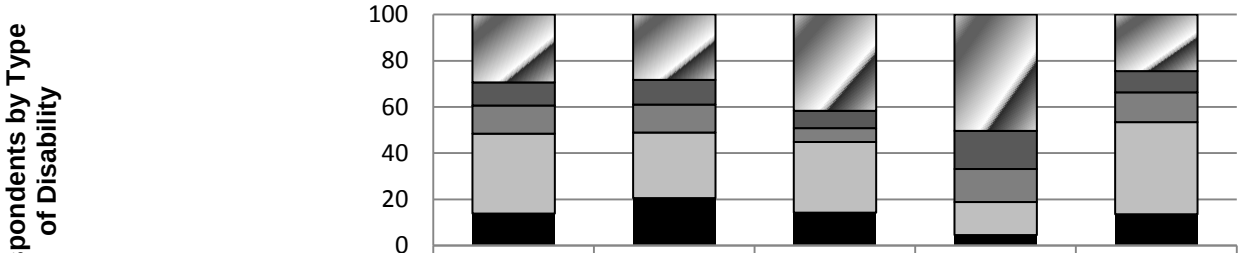
Figure 14.2 Post-School Outcomes for 2008-2009 School Year Exiters



	Statewide Respond. (n=1350)	American Indian/ Alaskan Native (n=86)	Asian/ Pacific Islander (n=7)	Black/ African-American (n=93)	Hispanic/ Latino (n=409)	White (Not Hispanic) (n=755)
Not engaged	29.4	41.9	42.9	23.7	31.1	27.7
Some other employment	10	10.5	28.6	9.7	10.3	9.7
Enrolled in other postsecondary education or training	12.2	10.5	0	12.9	13	12.1
Competitive employment	34.6	27.9	14.3	32.3	33	36.7
Enrolled in higher education	13.8	9.3	14.3	21.5	12.7	13.9

The second area of analysis involves the post-school outcomes survey by disability category. As evidenced in Figure 14.3, Post-School Outcomes for 2008-2009 Exiters by Type of Disability, a large percentage of respondents with emotional disabilities (41.8%) met the definition of not engaged, compared against the statewide respondents' percentage of non-engaged youth (29.4%). Again, review and revision of the PSO survey and data collection system in Arizona to explore collection of additional data about non-engaged youth would help the State and PEAs better understand what is happening with youth with emotional disabilities who are leaving school.

Figure 14.3 Post-School Outcomes for 2008-2009 School Year Exiters



	Statewide Respondents (1350)	All Other Disabilities (215)	Emotional Disturbance (134)	Mental Retardation (133)	Specific Learning Disability (868)
Not engaged	29.4	28.4	41.8	50.4	24.5
Some other employment	10	10.7	7.5	16.5	9.2
Enrolled in other postsecondary education or training	12.2	12.1	6	14.3	12.9
Competitive employment	34.6	28.4	30.6	14.3	39.9
Enrolled in higher education	13.8	20.5	14.2	4.5	13.5

Based on the baseline post-school outcomes data, Arizona set the following measurable and rigorous targets for measurements A, B, and C.

FFY	Measurable and Rigorous Targets
2009 (2009–2010)	Baseline: A = 13.8%; B = 48.4%; C = 70.6%
2010 (2010–2011)	Target: A = 14.05%; B = 48.65%; C = 71.1%
2011 (2011–2012)	Target: A = 14.3%; B = 48.9%; C = 71.6%
2012 (2012–2013)	Target: A = 14.55%; B = 49.15%; C = 72.1%

Improvement Activities / Timelines / Resources

In examining Arizona's Indicator 14 baseline data, three areas of improvement were identified. First, although the overall response rate was 67.4%, youth categorized in the Dropout category continue to be under represented in the respondents. Arizona needs to increase the number of youth identified as dropped out who respond to the PSO survey.

Next, respondents categorized as American Indian or Alaskan Native, as well as those identified as emotionally disabled, were much more likely to report being non-engaged compared to the overall statewide respondent total. Arizona needs to explore revision of the PSO survey and data collection

system and conduct root cause analyses to understand why these particular groups were less likely to be reported in outcomes considered engaged.

Based on these needs, Arizona has identified two updated improvement activities for FFY 2010, and for FFYs 2011 and 2012 for the revised SPP. These activities are described in the section for new improvement activities.

Improvement Activities Developed in FFY 2007 Completed, Discontinued, and/or Revised, with Justification, for FFY 2009

The following improvement activities that were developed in FFY 2007 have been completed, discontinued and/or revised during FFY 2008 (Arizona did not report on Indicator 14 in the FFY 2008 APR). Sub-activities #1 (a) and (b) and #2 (a), (b), and (c) were completed and revised. Sub-activities #2 (d) and (e) were discontinued. Revisions to the improvement activities for goal #1 were necessary to include activities related to the changes to Indicator 14 outlined by OSEP in Spring 2009. Additionally, updates/discontinuations to the improvement activities for goal #2 were necessary due to the redesign of the Community Transition Team capacity building grant, which incorporated Indicator 13 and 14 components and became the Secondary Transition Mentoring Project capacity building grant in FFY 2009.

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	Activities completed from 1/1/09 to 6/30/09. ADE/ESS transition specialists maintained regular communication with the 50 PEAs in the designated cohort group via telephone and e-mail. Technical assistance was provided as needed to facilitate participation in PSO data collection. This activity completed and discontinued.	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	Activities completed from 4/1/09 to 6/30/09. ADE/ESS transition specialists monitored the PSO data collection system during the collection period to determine participation activity by designated PEAs. Designated PEAs that had not yet participated received periodic reminders to complete the PSO data collection requirement.	1/1/09-10/1/09	ESS Transition Specialists ADE Research & Policy Analyst

		This activity completed and discontinued.		
2) Train Community Transition Teams (CTT) to build local capacity to improve post school outcomes through local interagency work	a) Use current PSO survey data to target PEAs to receive training	Activities completed from 7/1/08 to 6/30/09. A competitive, capacity building Community Transition Team (CTT) grant was offered to PEAs statewide. ESS transition specialists notified PEAs of the opportunity to apply for the CTT grant. This activity completed and revised (refer to new improvement activities).	2/1/09-6/30/09	ESS Transition Specialists
	b) Provide a grant to complete team-building activities to facilitate interagency work	Activities completed from 7/1/08 to 6/30/09. Four PEAs received funding to participate in the Community Transition Team Training (CTT) grant, which included attendance at Arizona's Ninth Annual Transition Conference and provided four additional days of training spread throughout the year conducted by University of Kansas/Transition Coalition coaches in collaboration with ADE/ESS transition specialists. Instruction and activities focused on identifying community needs and priorities; developing Action Plans; and the creation of sustainable community teams. PEA CTT team membership included school personnel, a parent/student representative, and community stakeholders. Teams were drawn from urban, rural, and secure care educational environments.	3/1/09-7/1/09	ESS Leadership ADE Procurement

		This activity completed and revised (refer to new improvement activities).		
	c) Develop team-specific action plans to address priorities identified through a transition needs assessment	Activities completed from 7/1/08 to 6/30/09. All PEA Community Transition Teams (CTTs) created action plans specific to their community and based on identified needs and priorities. Review of Action Plans by University of Kansas/Transition Coalition coaches and ADE/ESS personnel indicated a 100% completion rate on activities identified in CTT team action plans. Review of CTT training evaluation form comments indicated PEAs participating in the CTT grant felt more prepared to plan and implement transition services that will lead to improved post school outcomes. This activity completed and revised (refer to new improvement activities).	2/1/09-6/30/10	ESS Transition Specialists University of Kansas/ Transition Coalition
	d) Use current PSO data analysis to identify technical assistance needed to increase data collection	This activity discontinued.	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	This activity discontinued.	3/1/11-6/30/11	ESS Transition Specialists

Improvement Activities Developed in FFY 2008 and Completed for FFY 2009

The following are new and/or revised improvement activities developed and implemented during FFY 2008 and FFY 2009 to ensure compliance with revised Indicator 14 requirements. (Arizona did not report on Indicator 14 in the FFY 2008 APR.) Revisions to the improvement activities were necessary in order to include activities related to the changes to Indicator 14. An additional goal and activities were developed to reflect the redesign of the Community Transition Team capacity building grant,

which incorporated Indicators 13 and 14 components and became the Secondary Transition Mentoring Project capacity building grant in FFY 2009.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop, implement, and evaluate procedures and trainings needed to assure participation in Post School Outcomes (PSO) survey by identified PEAs	a) Revise PSO application and survey questions to align with new Indicator 14 Table, requirements, and definitions.	Activities completed from 7/1/09 to 6/30/10. Revision of the PSO Survey Application was completed June 2010, and utilized guidance from OSEP and NPSO received during the 2010 Secondary Transition State Planning Institute, as well as in follow-up webinars and materials provided by NPSO.	7/1/09-6/30/10	ADE/ESS Transition Specialists ADE/ IT Specialists ADE/R & E Analysts
	b) Provide training to PEAs on Indicator 14 changes and the ADE/ESS PSO Survey Application	Activities completed from 7/1/09 to 6/30/10. • PEAs in the FFY 2009 PSO Survey participation cohort were identified and targeted for training. • Four trainings on Indicator 14 and the revised PSO Survey Application were provided at the annual ADE/ESS Directors Institute in August 2009 for approximately 181 participants. Review of training evaluations indicated significant increases on self-rating measures of knowledge pre- and post-training experiences. Using a scale of 1 to 5 (1 = low and 5 = high), participants reported an average growth of 0.9 points. • Two trainings on Indicator 14 and the proposed revisions to the PSO Survey Application were provided at the ADE/ESS Statewide Transition Conference in September 2009 for approximately	7/1/09-6/30/10	ADE/ESS Transition Specialists

		176 participants. An analysis of training evaluations was completed and results indicated a significant increase in pre-training knowledge compared to post-training knowledge as reported by session participants. Using a scale of 1 to 5 (1 = low and 5 = high), participants reported an average growth of 1.1 points. • Indicator 14 and PSO Survey Application technical assistance documents created by NPSO and ADE/ESS were made available on the ADE/ESS secondary transition Web site in June 2010. The Web address is http://www.azed.gov/ess/specialprojects/transition/. • Three webinar trainings on Indicator 14 and the revised PSO Survey Application were made available to the FFY 2009 participation cohort and all other PEAs in June 2010.		
	c) Analyze PSO training evaluations and survey results to determine effectiveness of trainings	Activities completed from 7/1/09 through 6/30/10. • Review and analysis of webinar PSO participant evaluations were completed following each training and at the conclusion of FFY 2009. Participant evaluation forms showed significant increases on self-rating measures of knowledge at different times during the training experiences. Using a scale of 1 to 5 (1 = low and 5 = high), 33% of participants rated their entry level knowledge as	7/1/09-6/30/10	ADE/ESS Transition Specialists

		a 4 or 5, compared to 80% of participants at exit from the trainings. Additionally, 20% of participants indicated "low" entry level knowledge, compared with 0% of participant's post-webinar trainings. • Questions generated during webinars/trainings were retained for use in the creation of an FAQ document in FFY 2010.		
	d) Create PSO data reports for participating PEAs to use as a measure for analyzing and improving transition practices	Activities completed 6/30/10. PSO data reports for the State-level data developed using the NPSO Data Display Template in June 2010. PEA PSO data reports using the same template will be developed in FFY 2010.	7/1/09-6/30/10	ADE/ESS Transition Specialists ADE/IT Specialists ADE/R & E Analysts
2) Develop, implement and sustain local community transition teams during Year 2 of the STMP capacity building team training grant	a) Provide training to STMP teams on evidence-based practices in developing local community transition teams	Activities completed from 7/1/09 to 6/30/10. • ADE/ESS, in collaboration with STMP grant coaches from the University of Kansas/Transition Coalition, created instructional materials designed to facilitate the development of local Community Transition Teams (CTTs) for STMP grant participants. The goals included: developing interagency CTTs; working across stakeholders to identify and prioritize community transition needs and challenges to attaining successful post-school outcomes; developing protocols for working across stakeholders to increase employability and postsecondary participation of students as they leave high school; and improving	7/1/09-6/30/10	ESS Transition Specialists

		post-school outcome data. Training materials were created in September 2009 and revised ongoing. An overview of CTTs was provided during the Spring 2010 STMP training. CTT in-depth training and activities will be implemented during FFY 2010. • FFY 2009 was the first year of the revised STMP grant and there was no Year 2 cohort. However, the final year of the CTT grant (which was phased out to create the STMP grant) included four trainings for the Year 2 CTT cohort. The CTT grant activities are described above.		

The following are revised and new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop, implement, and evaluate procedures and trainings needed to assure participation in Post School Outcomes (PSO) survey by identified PEAs	a) Revise PSO application and survey questions to align with new Indicator 14 Table, requirements, and definitions		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/ IT Specialists ADE/R & E Analysts
	b) Provide training to PEAs on Indicator 14 changes and the ADE/ESS PSO Survey Application		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) Analyze PSO training evaluations and survey results to determine effectiveness of trainings		7/1/10-6/30/13	ADE/ESS Transition Specialists
	d) Create PSO data reports for participating PEAs to use as a measure for analyzing and improving transition practices		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE/IT Specialists ADE/R &

				E Analysts
2) Develop, implement, and sustain local community transition teams during Year 2 of the STMP capacity building team training grant	a) Provide training to STMP teams on evidence-based practices in developing local community transition teams		7/1/10-6/30/13	ESS Transition Specialists
	b) Participate in PSO survey and share results with local community transition teams		7/1/10-6/30/13	ADE/ESS Transition Specialists STMP Grant Year 2 PEAs
3) Provide technical assistance to PEAs on strategies to reach exiters to increase response rate, especially targeting drop-outs and individuals from minority groups	a) Develop and disseminate flyers and printed materials for use by PEAs to inform students and families and encourage participation in the PSO survey		7/1/10-6/30/13	ADE/ESS Transition Specialists
	b) Encourage use of the PACER/NPSO created technical assistance "Be a Superstar-Take the Survey" YouTube video and link to ADE/ESS Web site		7/1/10-6/30/13	ADE/ESS Transition Specialists
	c) Provide session(s) at Arizona's Annual Transition Conference devoted to increasing participation in the PSO Survey		7/1/10-6/30/13	ADE/ESS Transition Specialists
	d) Survey PEAs to determine use of strategies		7/1/10-6/30/13	ADE/ESS Transition Specialists
4) Work with the National Post-School Outcomes (NPSO) Technical Assistance Center as an	a) Submit an application for intensive technical assistance from NPSO Center		7/1/10-8/31/10	ADE/ESS Transition Specialists NPSO Technical Assistanc e Center

"Intensive State"	b) Conduct a needs assessment and develop a comprehensive plan in conjunction with NPSO to improve Indicator 14 in Arizona		1/1/11-4/30/11	ADE/ESS Transition Specialists NPSO Technical Assistance Center
	c) Implement technical assistance received from NPSO		5/1/11-6/30/13	ADE/ESS Transition Specialists NPSO Technical Assistance Center
5) Revise Arizona's online PSO data collection system to include missing data and enable future trend analysis	a) Revise PSO online data collection system to include reason for PEA failure to collect survey information		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE IT Specialists
	b) Revise PSO online data collection system to allow for the exploration of additional data related to non-engaged youth		7/1/10-6/30/13	ADE/ESS Transition Specialists ADE IT Specialists

The following are new improvement activities for FFY 2011.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase the number of youth who respond to the post school outcomes survey from 61% (FFY 2010) to 67.5%	a) Design and implement a marketing plan to target increased participation by male and ethnic minority youth and young adults		1/1/12–6/30/12	ADE/ESS Transition Specialists and Parent Information Specialists
	b) Enhance the online PSO Survey application to filter and group data by size of PEA and county		11/1/11–6/30/12	ADE/ESS Transition Specialists and IT Specialists
	c) Use the NPSO response calculator to track responses during the data collection to monitor response rates		7/1/12–9/30/12	ADE/ESS Transition Specialists
2) Increase the rate of engagement for students with a disability	a) Offer three regional trainings a year specifically designed to increase awareness of available options for		1/1/12–6/30/13	ADE/ESS Transition Specialists AZ

category of mental retardation from 40% (FFY 2010) to 52%	postsecondary education, training, and employment for students with intellectual disabilities			Community of Practice on Transition (AZCoPT)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: Effective General Supervision

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 2009 were as follows:

- PEA data review; Review of Policies and procedures; Student Exit Form Data
- PEA data review; Collection of post-school outcomes; Parent Survey data
- PEA data review and preparation for monitoring
- PEA data review; self assessment; on-site monitoring
- PEA data review; Corrective Action Plan close-out
- PEA data review and implementation of program improvement

The number of PEAs monitored each year of the six-year cycle ranges from 100 to 120 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 or accommodation schools). 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, service delivery types, 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. Line items in the monitoring system align with the OSEP Related Requirements document.

The compliance monitoring system is standards-based with all forms, guide steps, enforcement, and reward options provided to PEAs at the beginning of each school year. The monitoring documents also are posted on the ADE/ESS Web site. Data collection may include file reviews, interviews, and surveys.

There are three monitoring options for PEAs. The specific type of monitoring for each PEA is determined by ESS in consultation with the PEA by using information of PEA performance on OSEP

compliance and results indicators, PEA Annual Determinations, Dispute Resolution findings, and technical assistance provided by education program specialists. The monitoring options are:

- Data Review: PEAs that meet all state targets for students with disabilities on results and compliance indicators identified by the U.S. Department of Education, have no dispute resolution findings, meet requirements for PEA determination.
- Self Assessment: PEAs with compliance issues in one or more of the areas listed above but no evidence of systemic concerns.
- On-site: PEAs that have systemic issues in any of the areas listed above.

Any PEA with systemic noncompliance can be moved into year 4 of the monitoring cycle for an on-site monitoring.

In FFY 2009 Arizona's monitoring system was revised to address compliance requirements categorized in the areas of Child Find, Evaluation, IEP, and Procedural Safeguards. The items in these categories are aligned with the OSEP Related Requirements document.

Dispute Resolution System

In addition to monitoring, noncompliance with IDEA is identified through formal complaints and due process hearings.

ESS employs four 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 may 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 mind about informal resolution and wants the investigation to go forward, the individual may notify the ESS Dispute Resolution office within five business days and the investigation will move forward. 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 of any dispute between parents and PEAs—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

Incentives

During FFY 2010 the State offered the following incentives for PEAs that exhibited exemplary compliance with IDEA requirements upon completion of their monitoring.

1. ADE/ESS- two paid registrations for ESS Directors Institute or Transition Conference for PEAs that demonstrate 100% compliance on Indicators 11 and 13 in a data review monitoring.

2. ADE/ESS- one paid registration for ESS Directors Institute or Transition Conference for PEAs that have no findings at the completion of the self assessment monitoring.

Sanctions and Enforcement Related to Monitoring

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:

- Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of State funds.
- Assignment of a special monitor.
- For charter schools, a request to the appropriate board for a notice of intent to revoke the charter.
- With Arizona State Board of Education approval, interruption of Group B weighted state aid or redirection of funds pursuant to 34 CFR § 300.227 (a).
- Request to the Arizona Attorney General for legal action.

Sanctions and Enforcement Related to Dispute Resolution

Upon a finding of noncompliance identified in a State administrative complaint, corrective action is ordered in a letter of findings, and documentation of the corrective action submitted will be reviewed by the Corrective Action Compliance Monitor (CACM). If the corrective action documentation received is incomplete, not completed as specified in the Letter of Findings, or if no documentation is received from the PEA by the date specified in the Letter of Findings, then the following steps will be taken by the PEA and ADE/ESS:

1. The CACM will send a Letter of Inquiry to the PEA, with a copy provided to the complainant, within 3 business days following the completion date specified in the Letter of Findings inquiring into the reason(s) the corrective action documentation was either incomplete, not submitted in the time frame specified, or not submitted at all.

2. The PEA must provide a Letter of Explanation to ADE/ESS within 3 business days of receipt of the Letter of Inquiry explaining the circumstances surrounding the non-submission of or failure to complete the corrective action documentation.

    - If the circumstances are acceptable, then the CACM will compose a Letter of Understanding detailing (a) the CACM's concerns and the PEA's explanation, (b) any decisions made to resolve the problem, and (c) a new negotiated due date. If the circumstances are unacceptable or the PEA does not respond to the Letter of Inquiry as noted above, then the CACM will compose a Letter of Enforcement.

- If the corrective action documentation submitted was not completed as specified in the Letter of Findings, the CACM will inform the PEA via Letter of Clarification that the corrective action item in question must be revised. A new due date for the revised corrective action will be assigned in this letter and technical assistance will be offered.

If, after the steps outlined above have been taken, the corrective action documentation received remains incomplete, has not been received by ADE/ESS, or the corrective action has not been completed as specified in the Letter of Findings, the CACM will send a Letter of Enforcement to the chief administrator of the PEA, with a copy to the special education director or coordinator and the complainant, detailing the corrective action items that are incomplete, the corrective action items that were not completed as specified in the Letter of Findings, or those items that have not been received.

The Letter of Enforcement will outline which of the following enforcement options will be taken:

- Interruption of federal funds
- Redirection of federal funds to ensure the child receives a free appropriate public education (FAPE)
- If applicable, report violations to a sponsoring entity for charter schools and seek remedies through the appropriate board.

3. Once the corrective action documentation has been received, reviewed, and accepted by ADE/ESS, a Letter of Completion will be sent to the chief administrator, the special education director or coordinator of the PEA, the ADE/ESS education program specialist assigned to assist the public education agency, and the complainant.

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 year. Column D in Table 15.1 reflects the compliance status on the line items as of one year from the written notification of findings 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 Targets
2005 **(2005–2006)**	100%
2006 **(2006–2007)**	100%
2007 **(2007–2008)**	100%
2008 **(2008–2009)**	100%
2009 **(2009–2010)**	100%
2010 **(2010–2011)**	100%
2011 **(2011–2012)**	100%
2012 **(2012–2013)**	100%

Improvement Activities / Timelines / Resources

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
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.[31]	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.[32]	Fall 2008	ESS leadership

[31] This activity discontinued as of FFY 2007 because incentives are provided on an informal basis.
[32] This activity discontinued as of FFY 2007 because the ADE/ESS program specialists provide the updates.

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.[33]	Fall 2007 and continuing	ESS leadership

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

[33] 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.

	e) Collect and analyze data from revised monitoring system		10/1/10 – 6/30/11	ADE/ESS Monitoring Team

Dispute Resolution

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

The following is a new improvement activity for FFY 2008 to improve the quality of the data from the monitoring system.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Ensure high quality data from the monitoring system	a) Align line items within monitoring system to the Part B SPP/APR Related Requirements	Activities completed from 1/1/09 to 6/30/09. The line items were aligned to the Related Requirements.	1/1/09 – 6/30/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Increase interrater reliability of compliance line items related to Indicator 13	Activities completed from 10/1/08 to 11/30/09. Interrater reliability among ADE/ESS raters was 80% to 100% for each line item.	10/1/08 – 11/30/09	ADE/ESS Monitoring Team MPRRC DAC
	c) Increase validity and reliability of line items within monitoring system		7/1/09 – 6/30/11	ADE/ESS Monitoring Team MPRRC DAC

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and conduct webinars pertaining to the requirements for compliant evaluations and IEPs	a) Develop webinar trainings for evaluation and IEP requirements		12/1/10-6/30/11	ADE/ESS Deputy Associate Superintendent, Directors, and Specialists
	b) Conduct statewide webinars for evaluation and IEP requirements		7/1/11-12/31/11	ADE/ESS Directors and Specialists
	c) Collect and analyze training feedback from participants		1/1/12-4/30/12	ADE/ESS Directors and Specialists
	d) Collect corrective action close-out (timeline) data for evaluation and IEP monitoring line items		5/1/12-6/30/12	ADE/ESS Directors and Specialists
2) Improve the general supervision system of PEAs by enhancing internal staff development	a) Review and revise, if necessary, the ADE/ESS mentoring system for ESS monitoring specialists		7/1/10-6/30/13	ADE/ESS Deputy Associate Superintendent, Director of Program Support, and Monitoring Team
	b) Implement the ESS mentoring system for the monitoring specialists, based on demand and need		7/1/10-6/30/13	ADE/ESS Director of Program Support and Monitoring Team
	c) Develop 3-day summer monitoring training each year for ESS monitoring specialists		7/1/10-6/30/13	ADE/ESS Director of Program Support and Monitoring Team
	d) Implement 3-day summer monitoring training each year for ESS monitoring		7/1/10-6/30/13	ADE/ESS Director of Program Support and

	specialists			Monitoring Team
	e) Provide follow-up staff development for ESS monitoring specialists periodically throughout the year		7/1/10-6/30/13	ADE/ESS Director of Program Support and Monitoring Team
3) Conduct Dispute Resolution presentations for PEAs and parent groups	a) Review and revise presentation, support materials, and resources		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Dispute Resolution Coordinator
	b) Conduct statewide presentations at various regional and statewide venues		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Complaint Investigator

The following are new improvement activities for FFY 2011.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop dispute resolution database to improve collection, maintenance, and reporting of data	a) Review dispute resolution database		7/1/11–6/30/12	ADE/ESS Dispute Resolution Director and Corrective Action Compliance Monitor
	b) Reconstruct dispute resolution database		7/1/12–12/31/12	ADE/ESS Dispute Resolution Director and Corrective Action Compliance Monitor
	c) Test phase • alpha-test to debug • beta-test to ensure ease of use		1/1/13–6/30/13	Dispute Resolution Team
	d) Full implementation of reconstructed dispute resolution database		7/1/13	Dispute Resolution Team

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Complaint 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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(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 four full-time State complaint investigators who work under the supervision of the director of Dispute Resolution. The director reviews each incoming complaint, assigns it to a complaint investigator, monitors the progress of the investigation, and reviews and approves all letters of findings before they are issued.

At the outset of each complaint, both the PEA and the complaining party receive a letter from the director of Dispute Resolution acknowledging receipt of the complaint. In this letter, the PEA and the complaining party are informed about the complaint process and the name and contact information of the assigned investigator. Within seven business days of receiving the complaint, the complaint investigator contacts both parties to clarify the issues and to inform them 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. If the parties are not able to resolve the dispute informally, the investigation proceeds and a formal letter of findings is issued on or before the 60-day timeline.

Baseline Data for FFY 2004 (2004–2005)

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

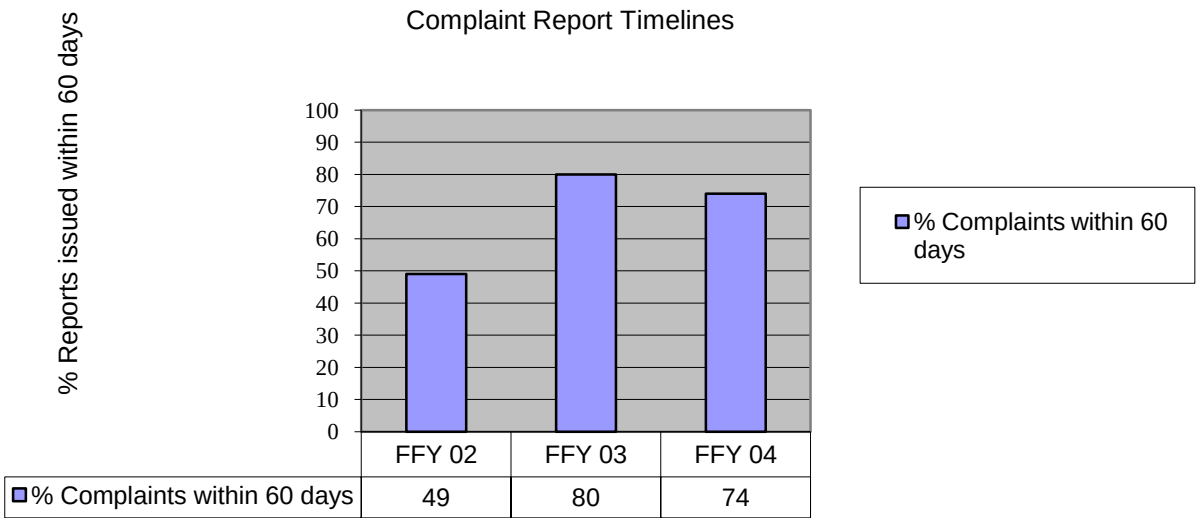
Discussion of Baseline Data

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 02	FFY 03	FFY 04
% Complaints within 60 days	49	80	74

FFY	Measurable and Rigorous Targets
2005 (2005–2006)	100%
2006 (2006–2007)	100%
2007 (2007–2008)	100%
2008 (2008–2009)	100%
2009 (2009–2010)	100%
2010 (2010–2011)	100%
2011 (2011–2012)	100%

2012 (2012–2013)	100%

Improvement Activities / Timelines / Resources

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
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.[34]	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

[34] New activity for FFY 2007.

	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

The following are new improvement activities for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Conduct Dispute Resolution presentations for PEAs and parent groups	a) Review and revise presentation, support materials, and resources		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Conduct statewide presentations at various regional and statewide venues		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Complaint Investigator
2) Review and revise Dispute Resolution brochure	a) Revise and update brochure		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Due Process Timelines

Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(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

Since August 12, 2005, Arizona has operated under a one-tier due process system. Under the current system, due process hearing requests are received by the ADE/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), three 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 on due process procedures, including the requirements concerning extensions of the 45-day timeline.

The director of Dispute Resolution works closely with the ALJs in the tracking of the 45-day timeline through the use of a Resolution Session Tracking Form required to be completed by a PEA representative during the resolution period. ADE/ESS is notified via minute entry issued by the ALJ assigned to the case as to how the case is proceeding and if extensions to the 45-day timeline are issued.

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 Targets

2005 (2005–2006)	100%
2006 (2006–2007)	100%
2007 (2007–2008)	100%
2008 (2008–2009)	100%
2009 (2009–2010)	100%
2010 (2010–2011)	100%
2011 (2011–2012)	100%
2012 (2012–2013)	100%

Improvement Activities / Timelines / Resources

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 activity 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

The following is a new improvement activity for FFY 2008 which establishes a formal process to track 45-day due process hearing timelines.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop a formal process to track 45-day hearing timelines	a) Develop a resolution session tracking form		12/15/09	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate tracking form to each PEA upon the filing of a due process hearing		12/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director and Coordinator
	c) Use results of tracking form to determine beginning of 45-day timeline		12/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings

The following are new improvement activities for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Conduct Dispute Resolution presentations for PEAs and parent groups	a) Review and revise presentation, support materials, and resources		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Conduct statewide presentations at various regional and statewide venues		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Complaint Investigator
2) Review and revise Dispute Resolution brochure	a) Revise and update brochure		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

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

ESS has provided numerous training sessions to inform PEAs of their responsibility to convene a resolution session within 15 days of receiving a due process hearing request, unless the parties have agreed in writing to waive the resolution session, or unless the parties have agreed to participate in mediation. The presentation used at the various trainings is posted on the ADE/ESS Web site.

When a due process hearing is requested, the ADE/ESS notifies the parties of the hearing dates and the contact information of the assigned ALJ by issuing a Notice of Hearing. The Notice of Hearing also includes information about the due process hearing system. Included with the Notice of Hearing is an information sheet about resolution session requirements and a Resolution Session Tracking Form that PEAs are required to submit during the resolution period in order to keep the ALJ and the ADE/ESS informed about the timeliness and outcome of the resolution session or mediation.

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 Targets
2006 (2006–2007)	60.0%

2007 (2007–2008)	63.0%
2008 (2008–2009)	68.0%
2009 (2009–2010)	70.0%
2010 (2010–2011)	75.0%
2011 (2011–2012)	75.5%
2012 (2012–2013)	76.0%

Improvement Activities / Timelines / Resources

Progress on improvement activities is reported in the Arizona Annual Performance Report.

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 improvement 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

The following are new improvement activities for FFY 2008 which establishes a formal process to track the effectiveness of resolution sessions.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Track resolution sessions to determine effectiveness	a) Develop a resolution session tracking form		12/15/09	ESS Dispute Resolution Director
	b) Disseminate tracking form to each PEA upon the filing of a due process hearing		12/1/09-6/30/11	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	c) Use results of tracking form to collect and report data for Dispute Resolution, Table 7		7/1/09 – 6/30/11	ESS Dispute Resolution Director
2) Train PEAs and families on resolution sessions	a) Develop power point presentation for training PEAs and families		1/6/10	ESS Dispute Resolution Director
	b) Train PEAs at various conferences throughout the year		1/1/10 – 6/30/11	ESS Dispute Resolution Director
	c) Work with Arizona's PTI and ADE/ESS Parent Information Network Specialists (PINS) to train families throughout the year		1/1/10 – 6/30/11	ESS Dispute Resolution Director

	d) Train Administrative Law Judges on resolution sessions		1/1/10 – 6/30/11	ESS Deputy Associate Superintendent ESS Dispute Resolution Director External Consultant

The following are new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Train PEAs on Resolution Session Effectiveness	a) Identify qualified trainer		10/1/10-5/1/11	ADE/ESS Dispute Resolution Director and Coordinator
	b) Provide training at a statewide conference		5/1/11-6/30/12	ADE/ESS Dispute Resolution Director and Coordinator
2) Conduct Dispute Resolution presentations for PEAs and parent groups	a) Review and revise presentation, support materials, and resources		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Conduct statewide presentations at various regional and statewide venues		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Complaint Investigator
3) Review and revise Dispute Resolution brochure	a) Revise and update brochure		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Mediation Agreements

Percent of mediations held that resulted in mediation agreements.

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

Measurement:

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

Overview of Issue / Description of System or Process

Arizona has a system that allows for mediation of special education related disputes between parents and PEAs—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 Targets
2005 (2005–2006)	82.0%
2006 (2006–2007)	82.5%
2007 (2007–2008)	83.0%
2008 (2008–2009)	83.5%
2009 (2009–2010)	84.0%

2010 (2010–2011)	84.5%
2011 (2011–2012)	85%
2012 (2012–2013)	85.5%

Improvement Activities / Timelines / Resources

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

The following are new improvement activities for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Train mediators on current developments in special education law	a) Invite mediators to attend the ADE/ESS Directors Institute		7/1/10-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator Technical Assistance for Excellence in Special Education (TAESE)
	b) Invite mediators to participate in the Dispute Resolution in Special Education Consortium quarterly conference calls for mediators		7/1/10-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator Technical Assistance for Excellence in Special Education (TAESE)
2) Conduct Dispute Resolution presentations for PEAs and parent groups	a) Review and revise presentation, support materials, and resources		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Conduct statewide presentations at various regional and statewide venues		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Complaint Investigator
3) Review and revise Dispute Resolution	a) Revise and update brochure		7/1/11-6/30/13	ADE/ESS Dispute

brochure				Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site		7/1/11-6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State Reported Data

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

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

Measurement

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator.

Overview of Issue / Description of System or Process

Arizona collects State reported data, including 618 data and annual performance reports, through the following sources:

- Student Accountability Information System (SAIS), a Web-based system for the collection of all student data from the PEAs;
- Arizona's Instrument to Measure Standards (AIMS) and Arizona's Instrument to Measure Standards Alternate (AIMS A), the statewide student assessment system used by the Arizona Department of Education for AYP and AZ LEARNS determinations;
- Annual Special Education Data Collection, a Web-based system for PEAs to submit personnel and exit data;
- Arizona Safety and Accountability for Education (Az SAFE), a student management system to submit discipline data;
- The preschool assessment collection system, the method for PEAs to submit preschool outcome data through SAIS;
- Arizona Parent Survey, a Web-based system for parents to submit survey responses;
- Arizona Monitoring System, a Web-based system to collect monitoring data; and,
- Dispute Resolution spreadsheet to collect, maintain, and report all dispute resolution information.

Arizona has in place multiple validity and reliability checks and follows the principles of the Critical Elements document.

Baseline Data for FFY 2004 (2004–2005)[35]

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 Targets
2005 (2005–2006)	100%
2006 (2006–2007)	100%
2007 (2007–2008)	100%
2008 (2008–2009)	100%
2009 (2009–2010)	100%
2010 (2010–2011)	100%
2011 (2011–2012)	100%
2012 (2012–2013)	100%

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

Improvement Activities / Timelines / Resources

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.[36]	Winter—Spring 2008	ESS Leadership School Finance Leadership IT Leadership

The following are new improvement activities for FFY 2007.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action	Timeline		Resources (Planned)
		Complete	Projected	

[36] New for FFY 2006.

	Steps)			
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

The following are extended and new improvement activities for FFY 2010, and for FFY 2011 and FFY 2012 for the revised SPP.

Primary Activity	Sub-Activities	Timeline	Resources

(GOAL)	(Objectives or Action Steps)	Complete	Projected	(Planned)
1) Provide SPP/APR Indicator data to each PEA in secure format	a) Develop Data Profiles each federal fiscal year		7/1/10 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist
	b) Disseminate Data Profiles each federal fiscal year		7/1/10 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist
2) Review and revise the ADE Student Accountability Information System (SAIS) to improve timely and accurate special education data	a) ADE/ESS will meet with Information Technology (IT) staff periodically to revise procedures as necessary and address problems		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist ADE IT Staff
	b) ADE/ESS will write business rules for the SAIS revisions		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist ADE IT Staff
	c) ADE/ESS will analyze SAIS operation for timely and accurate collection and reporting of special education data		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist ADE IT Staff
	d) Investigate the creation of two full-time equivalent (FTE) positions: 1) a PEA data support, and 2) an IT SAIS developer		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist

3) Provide information to PEAs about data accuracy and timeliness	a) Develop webinars and workshops for PEAs		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist
	b) Conduct data workshops at annual Directors Institute		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist
	c) Conduct webinars and workshops for PEAs		7/1/11 – 6/30/13	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Specialist

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
☐ Severe Mental Retardation
☐ Multiple Disability - Severe Sensory Impairment

☐ Preschool - Speech or Language Delay
☐ Autism
☐ Deafness
☐ Emotional Disability
☐ Hearing Impairment
☐ Mild Mental Retardation
☐ Moderate Mental Retardation
☐ Orthopedic Impairment
☐ Other Health Impairment
☐ 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 Baseline 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 and Terms

AAC	Arizona Administrative Code
ADE	Arizona Department of Education
AHAA	Arizona High Achievement for All
AIMS	Arizona's Instrument to Measure Standards
AIMS A	Arizona's Instrument to Measure Standards Alternate
ALJ	Administrative Law Judge
APR	Annual Performance Report
ARR	Alternate Risk Ratio
ASAMA	Arizona Students Achieving Mathematics Academy
ASVL	Annual Site Visit Log
AT	Assistive Technology
AYP	Adequate Yearly Progress
AZCoPT	Arizona Community of Practice on Transition
AzEIP	Arizona Early Intervention Program for Infants and Toddlers
AZ SAFE	Arizona Safety and Accountability for Education
AzTAP	Arizona Technology Access Program
AZ TAS	Arizona Technical Assistance System
CACM	Corrective Action Compliance Monitor
CAP	Corrective Action Plan
CoP	Community of Practice
CSPD	Comprehensive System of Personnel Development
CTE	Career and Technical Education
CTT	Community Transition Team
DAC	Data Accountability Center
DANS	Data Analysis System

DBHS	Division of Behavioral Health Services (Arizona)
DDD	Division of Developmental Disabilities (Arizona)
DEC	Division of Early Childhood
EAPN	Enhancing Arizona's Parent Networks
ECE	Early Childhood Education
ECQUIP	Early Childhood Quality Improvement Practices Process
ECSE	Early Childhood Special Education
ESEA	Elementary and Secondary Education Act
ESS	Exceptional Student Services
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
FTE	Full-Time Equivalent
GOLD	Teaching Strategies GOLD (early childhood assessment)
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
NDPC-SD	National Dropout Prevention Center for Students with Disabilities
NPSO	National Post School Outcomes Center

NSTTAC	National Secondary Transition Technical Assistance Center
OAH	Office of Administrative Hearings
OCSHCN	Office for Children with Special Health Care Needs (Arizona)
OELAS	Office of English Language Acquisition Services
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 (Arizona Department of Education)
RSA/VR	Rehabilitation Services of Arizona/Vocational Rehabilitation
RTI	Response to Intervention
SAIS	Student Accountability Information System
SCR	Systemic Change in Reading
SEAP	Special Education Advisory Panel
SEAS-Math	Special Education Achieving Success in Mathematics
SETT	Student, Environment, Task, Tools
SFY	State Fiscal Year
SIG	State Improvement Grant
SPDG	State Personnel Development Grant
SPP	State Performance Plan
SSPD	School Safety and Prevention Division
STaR	System Training and Response
STMP	Secondary Transition Mentoring Project
SUMS	Special Education Using Mathematics for School Improvement

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
TAESE	Technical Assistance for Excellence in Special Education
WRR	Weighted Risk Ratio

Part B Arizona State Performance Plan (SPP) for 2005-2012

The contents of this publication were developed with funds allocated by the U.S. Department of Education under The Individuals with Disabilities Education Act. These contents do not necessarily represent the guideline of the agency, nor should endorsement by the federal government be assumed.

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