Part B Arizona Annual Performance Report (APR) for FFY 2010

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

Arizona
FFY 2010 Annual Performance Report for Special Education

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

February 1, 2012

Revised April 16, 2012

Arizona
FFY 2010 Annual Performance Report
for Special Education

Submitted to the
Office of Special Education Programs
United States Department of Education

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The Part B Arizona Annual Performance Report for Special Education

Federal Fiscal Year 2010

Overview of the Annual Performance Report Development

In accordance with 20 U.S.C. § 1416 (b)(2)(C)(ii) and 34 CFR § 300.602, the State of Arizona must report annually to the United States Secretary of Education on Arizona's performance under its Part B State Performance Plan (SPP). The annual report is the Part B Annual Performance Report (APR). The submission of the Part B APR, due February 1, 2012, reflects those requirements and the State's progress toward the goals established in the State Performance Plan submitted to the U.S. Department of Education in December 2005.

The February 1, 2012, APR gives actual target data and other responsive information for Indicators 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. Additionally, the APR has new improvement activities for Indicators 3, 4, 5, 7, 12, 14, and 15.

The Annual Performance Report was developed by the staff at the Arizona Department of Education/Exceptional Student Services (ADE/ESS) and the Arizona Department of Education/Early Childhood Special Education (ADE/ECSE). A number of Arizona Department of Education staff members with specialization in different areas examined improvement activities, collected and analyzed the data, and drafted the reports for the 20 indicators. Members of the Special Education Advisory Panel (SEAP) and education personnel from the field reviewed data, annual targets, and improvement activities and offered suggestions.

Descriptions of the data, including sources, sampling methodology, and validity and reliability, are located under each indicator. Information is included that replies to the Arizona Part B FFY 2009 SPP/APR Response Table from the Office of Special Education Programs (OSEP). All improvement activities were reviewed during FFY 2010, which led to the revision of some of the activities.

Revisions for FFY 2010 were made to Arizona's FFY 2005–2012 State Performance Plan for Special Education. The document is available on the ADE/ESS Web site at http://www.azed.gov/special-education/resources/ under the menu labeled State Performance Plan.

Stakeholder Involvement

As data and other communications became available after the close of the 2010–2011 school year, the ADE/ESS staff reported to the Special Education Advisory Panel (SEAP). The SEAP members represent a broad group of stakeholders throughout Arizona. Groups represented on the panel include parents of children with disabilities, individuals with disabilities, teachers, early childhood education, charter schools, school districts, institutions of higher education that prepare special education and related services personnel, secure care facilities, and public agencies. The ADE/ESS responded to questions and comments from the SEAP members and considered the panel's advice.

In addition to reporting on the APR to the SEAP, ESS requested input from special education administrators through meetings of the regional organizations, small workshops, and large conferences. The ADE/ESS data management coordinator trained data managers and administrators on the data requirements and also requested input for improving the State's data collection and reporting process. ESS program specialists spoke to administrators and teachers specifically about the 0% and 100% compliance indicators during on-site visits, seeking information for the revision of improvement activities to increase compliance.

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Public Reporting and Dissemination

Arizona must report annually to the public on: (1) the State's progress and/or slippage in meeting the measurable and rigorous targets in the SPP and, (2) the performance of each public education agency (PEA) in the State on the SPP targets.

The annual performance report (APR) on the State's progress and/or slippage is 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 APR is *Arizona FFY 2010 Annual Performance Report*. The revised State Performance Plan (SPP) for FFY 2010 is 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 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. These reports list the performance of each school district and charter school in Arizona on the SPP targets.

The SPP and APR are disseminated to the public by hard copy, e-mail, and the ADE/ESS Web site. Each member of SEAP receives a copy of the revised SPP and the APR, as does Arizona's Parent and Training Information Center. The ESS special education listserv, Parent Information Network specialists (PINS), ESS and ECSE specialists, trainings, and conferences serve as the vehicles to notify parents, the PEAs, and the public of the availability of the SPP and APR. Special Education Monitoring Alerts, memoranda pertaining to specific topics including the SPP/APR, are sent to the field electronically on the ESS listserv and distributed by hard copy through the ESS and PIN specialists.

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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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	80%

Arizona's single, statewide target graduation rate is 80%.

Actual Target Data for FFY 2010

# of youth with IEPs who graduated in 4 years with a regular high school diploma	# of youth with IEPs who entered high school 4 years earlier (adjusting for transfers, home schooled, and deceased youth)	Actual Target Data for FFY 2010
4,781	7,272	**65.8%**
4,781 ÷ 7,272 ∗ 100 = 0.65745 = 65.8%		

Arizona did not meet the target.

<u>Data</u>

Data Source

The graduation data from Arizona's 2010 cohort were 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.

Data Description

The graduation data were 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 was used, and it is the same data as that reported to the U.S.

Department of Education under Title I of the Elementary and Secondary Education Act (ESEA). It is the same data as that reported in Arizona's Consolidated State Performance Report Part I, submitted December 16, 2011.

Target Data

The target data are the same as the annual graduation rate targets under Title I of the ESEA and explained in Arizona's Accountability Workbook. Arizona's single, statewide target graduation rate is 80%.

Valid and Reliable Data

The graduation data were obtained from the ADE Accountability Division/Research and Evaluation Section (ADE/R & E), which follows internal processes to ensure valid, reliable, and accurate data.

Conditions to Graduate

Graduation Cohort

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, left to be home schooled, or are deceased. Students who receive a diploma prior to September 1 of the following school year following their fourth year are included as part of the graduation cohort. Graduation rates are used in the Elementary and Secondary Act Adequate Yearly Progress determinations.

Conditions to Graduate with Regular Diploma

Conditions students without disabilities must meet in order to graduate with a regular high school diploma:

- Complete the PEA's requirements to receive a regular high school diploma (Arizona Revised Statutes § 15-701.01 (C) and Arizona Administrative Code R7-2-302); and
- Achieve passing scores on the Arizona's Instrument to Measure Standards (Arizona Revised Statutes § 15-701.01 (A)).

Conditions students with disabilities must meet in order to graduate with a regular high school diploma:

- The local governing board of each school district is responsible for developing a course of study and graduation requirements for all students placed in special education programs (Arizona Administrative Code R7-2-302 (6)).
- Students with disabilities do not have to achieve passing scores on the Arizona's Instrument to Measure Standards (AIMS) or Arizona's Instrument to Measure Standards Alternate (AIMS A) to graduate with a regular high school diploma unless specifically required by the Individualized Education Program (IEP) team (Arizona Revised Statutes (ARS) § 15-701.01 (B)).

Explanation of Progress That Occurred for FFY 2010

Arizona's graduation target (80%) for FFY 2010 is the same as the annual graduation rate target under Title 1 of the Elementary and Secondary Education Act (ESEA). The State did not meet this target but made a gain from FFY 2009 (results rose from 64.9% to 65.8%). This reflects steady improvement and a cumulative increase over the past five years of almost six percent.

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Arizona maintains that quality transition planning for students from secondary to postsecondary education, training, and employment settings has positively affected graduation rates for students with disabilities. To this end, the ADE/ESS transition specialists provided training and technical assistance to 510 participants at 30 training sessions offered throughout the State; established 14 new teams through the Secondary Transition Mentoring Project (STMP); held a statewide conference dedicated to transition; and developed and disseminated information and materials through webinars and updates to the ADE/ESS secondary transition Web site.

The ADE/ESS is committed to offering intensive capacity building grant opportunities for PEAs in need of assistance in transition planning and service provision. In FFY 2010, the Secondary Transition Mentoring Project (STMP), a two-year capacity building grant opportunity, provided funding to 25 PEAs, including 14 new teams (2010–2012 cohort) and 11 returning teams (2009–2011 cohort). ADE/ESS, in collaboration with training facilitators from the University of Kansas Transition Coalition, developed and provided a series of three two-day trainings to STMP teams focused on developing strategies and products for use in their PEAs to ensure 100% compliance on Indicator 13 and to use State and local data results from Indicators 1, 2, and 14 as a tool to inform transition planning and practices. As part of the FFY 2010 STMP grant, teams reviewed their own PEA's data in the following areas: graduation rates, dropout rates, post school outcomes data (if available), and Indicator 13 compliance.

Throughout the two-year process, the STMP teams focused on identifying PEA needs and priorities and developed action plans to address the identified needs. If applicable, teams developed action plans for increasing graduation rates or reducing dropout rates for students with disabilities that included root cause analyses to determine potential barriers within their schools. Additionally, the STMP team trainings assisted local PEAs in creating sustainable community teams to engage community partners and facilitate positive post-school outcomes for students with disabilities. A review of the action plans by University of Kansas/Transition Coalition coaches and ADE/ESS personnel indicated a 100% completion rate on activities outlined in team plans. Additionally, review of training evaluation forms showed that participating PEAs felt more prepared to plan and implement transition services leading to improved post-school outcomes.

Arizona's Tenth Annual Transition Conference offered four breakout sessions specifically targeting improving graduation rates and decreasing dropout rates of students with disabilities. Sessions were led by nationally recognized experts from both the National Dropout Prevention Center-Students with Disabilities (NDPC-SD) and the National High School Center. Resources and facilitated discussions aimed at addressing graduation and dropout issues were provided. The ADE/ESS secondary transition Web site was also updated with additional resources and materials on dropout prevention.

In addition to PEA training opportunities, internal and external stakeholder collaboration efforts were conducted to enhance the secondary transition planning process. During FFY 2010, four intradepartmental collaboration meetings were held with the ADE sections of Dropout Prevention, Innovative Practices, and Career and Technical Education (including School/Career Counseling). The goal of these discussions was to improve collaboration between key ADE personnel and to assist with preparation and progress toward successful postsecondary outcomes for students with disabilities currently enrolled in secondary education.

Further, ADE/ESS transition and program specialists worked closely with PEAs to assist in data review, analysis, and training. Transition specialists analyzed data collected from on-site PEA annual site visits (technical assistance visits conducted by ESS program specialists) and targeted staff development to those PEAs most in need of training with regard to secondary transition requirements. ESS program specialists also reviewed graduation rates with PEAs on an annual basis as part of a larger data review that included performance and compliance Indicator data, PEA determinations, dispute resolution data, and annual technical assistance visit information. If a PEA had not met the State target for graduation

rate, then the PEA may have been required to conduct a drill down exercise that is designed to explore root causes.

Finally, specific dropout prevention guidance was received by the ADE/ESS transition specialists at the National Secondary Transition Technical Assistance Center's State Planning Institute in May 2011.

Discussion of Improvement Activities Completed for FFY 2010

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	Activity completed 8/31/10. FFY 2010 PEA list was completed August 2010. The Annual Site Visit Log (ASVL) from school year 2009–2010 was used to identify PEAs most in need of training and technical assistance (TA) for Indicator 13.	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	Activities completed from 7/1/10 to 6/30/11. The FFY 2010 review and revision of the Strategic Plan for Statewide Transition Planning was completed July 2010. Implementation of the Transition Strategic Plan was completed from July 2010 to June 2011. **The FFY 2010 Transition Strategic Plan includes seven main components:** 1. Provide training to targeted PEAs and in response to requests from non-targeted PEAs on Indicator 13; 2. Organize Arizona's Tenth 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 Directors Institute;	7/1/10–6/30/13	ADE/ESS Transition Specialists

		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 for PEAs 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 Rehabilitation Services of Arizona/Vocational Rehabilitation (RSA/VR), Division of Developmental Disabilities (DDD), Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN); 7. Collaborate with other ADE sections: High School Renewal and Improvement (AZHSRI), Career and Technical Education (CTE), Dropout Prevention, and School Counselors and ADE/ESS areas: Program Support, Assistive Technology, and Parent Information Network. **All components of Arizona's FFY 2010 Strategic Plan for Statewide Transition Planning were immediately implemented upon revision, from 8/1/10 to 6/30/11.** Activities completed: • 484 participants from 130 targeted and non-targeted PEAs received Indicator 13 trainings from ADE/ESS transition specialists at 30 sites statewide.		

		Trainings were delivered in regional or direct school locations. • Arizona's Tenth Annual Transition Conference was held in September 2010 and offered sessions focused on improving compliance with the eight components of Indicator 13. 831 participants attended the conference, including education and agency professionals, youth, young adults, family members of youth with disabilities, and vendors/exhibitors. • Four sessions on Indicator 13 were provided by ADE/ESS transition specialists at the annual ADE/ESS Directors Institute (DI). Of the 695 in attendance at the DI, 300 participants attended sessions related to secondary transition. • 26 PEAs participated in Year 1 (14 PEAs in the 2010–2012 cohort) or Year 2 (12 PEAs in the 2009–2011 cohort) team trainings of the Secondary Transition Mentoring Project (STMP) capacity building grant. Through a contract with the University of Kansas Transition Coalition and in collaboration with ADE/ESS, training was provided to achieve and sustain 100% compliance on Indicator 13. Team training included: three two-day face-to-face training sessions, webinars, a Web site for project participants containing all training materials and extensive resources, an online short course for Year 1 teams, and attendance at Arizona's Tenth Annual Transition Conference. • Collaboration with national technical assistance centers and organizations occurred throughout the year and included: participation in NPSO and NSTTAC Community of Practice		

		calls; use 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 where OSEP, NPSO, NSTTAC, and NDPC-SD provided guidance. Additionally, ADE/ESS maintained ongoing collaboration with the University of Kansas Transition Coalition and the Mountain Plains Regional Resource Center. • At the State level, ADE/ESS collaborated with RSA/VR, Division of Developmental Disabilities (DDD), Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN), and met every other month with these agency stakeholders through the Arizona Community of Practice on Transition (AZCoPT). In FFY 2010, AZCoPT revised a presentation used 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 Improvement, Career and Technical Education, Dropout Prevention, and School Counselors were scheduled and held approximately every three 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 the 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 8/1/10 through 6/30/11. • Four Indicator 13 presentations were offered at the ADE/ESS Directors Institute in August 2010 for approximately 300 participants. • Ninety sessions either directly or indirectly related to Indicator 13 were offered at Arizona's Tenth Annual Transition Conference held in September 2010. • Between July 2010 and June 2011, the ADE/ESS Secondary Transition Web site was updated to include additional and/or revised Indicator 13 materials from NSTTAC, IDEA Partnership, and other secondary transition technical assistance centers. The Web address is http://www.azed.gov/special-education/special-projects/secondary-transition/.	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	Activities completed from 7/1/10 to 6/30/11. • Analysis of pre-training data found in the ASVL was completed in January 2011 after all ESS program specialists were able to complete at least one PEA annual site visit during fall 2010. The analysis showed a 76.5% average for compliance with the eight	7/1/10–6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists

	Indicator 13	items of Indicator 13. • Post-training data analysis of all PEAs that received a pre-training annual site visit and were trained in secondary transition during FFY 2010 showed an 81.3% average for compliance with the eight items of Indicator 13. Through pre- and post-training analysis, an increase of 4.8% in compliance for Indicator 13 was demonstrated after training and technical assistance was provided to PEAs by transition and education program specialists.		
2) Provide a two-year capacity building grant to PEAs to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who meet eligibility requirements and extend invitations to them to participate in STMP trainings	Activities completed from 1/1/10 to 7/30/10. • Using Annual Site Visit (ASV) data for PEAs currently in Years 1 or 6 of the monitoring cycle, 22 PEAs achieving less than 100% compliance on Indicator 13 were invited to apply for a noncompetitive Secondary Transition Mentoring Project (STMP) capacity building grant. • Fourteen PEAs were accepted for participation in Year 1 of the STMP Team training in July 2010.	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	Activities completed from 7/1/10 through 6/30/11. • STMP participants attended Arizona's Tenth Annual Transition Conference, which included a STMP team orientation and designated sessions. • Training materials and activities were designed, created, and disseminated by ADE/ESS in collaboration with the University of Kansas Transition Coalition. Trainings focused on: identifying PEA barriers to meeting transition requirements; developing an action plan to eliminate barriers; creating IEPs that meet transition requirements; implementing training to build intra-PEA	7/1/10–6/30/13	ADE/ESS Transition Specialists

		capacity to attain 100% compliance on secondary transition requirements; and determining improvements made and targeting areas still in need of improvement. • Team training for each cohort consisted of three two-day face-to-face trainings throughout the year. Additionally, Year 1 teams completed an online short course specially designed for STMP teams and focused on best practices in transition planning.		
	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	Activity completed from 7/1/10 through 6/30/11. • Measures to determine effectiveness of STMP training included the use of: a) team process checklist; b) interrater reliability measures for IEP file review; c) training session evaluations; d) STMP team self-reported progress toward completion of action plans; and e) feedback provided by ADE/ESS monitoring program specialists on compliance. Data from the measures are as follows: a) April 2011 trainings for both STMP cohorts included the completion of a 37-item "team process" checklist. Results from the checklist use indicated both Year 1 and Year 2 teams reported an average of 95% for the item "all team members are highly knowledgeable of transition compliance requirements" and an average of 94% for the item "STMP team collaboratively develops and implements an action plan that addresses the prioritized needs." b) Training for both cohorts included instruction and practice activities using inter-rater reliability measures.	7/1/10–6/30/13	ADE/ESS Transition Specialists

		c) All STMP training sessions during FFY 2010 included instruction, activities, and Indicator 13 file reviews. Based on a 5-point Likert scale (1 lowest and 5 highest), evaluation results indicated an average score of 4.3 across all activities for both cohorts. Additionally, all team members completed a pre-/post-evaluation of their competency in meeting Indicator 13 requirements, that asked the question, "How prepared do you feel?" Based on a 5-point Likert Scale (1 equaled unprepared and 5 equaled prepared) and using a Paired Samples T-Test, all scores indicated a statistically significant increase in knowledge from the beginning to the end of the training for FFY 2010 for both cohorts (Years 1 and 2). The areas reporting the greatest increase in knowledge were transition assessments and documenting transition services and course of study that will support the student in reaching postsecondary goals. d) Review of each STMP team's action plan indicated all teams set goals to build and sustain systems to ensure 100% compliance on Indicator 13 school- or district-wide. All teams reported progress in meeting these goals. e) During the April 2011 training, Year 2 teams met with ADE/ESS program specialists to receive informal feedback on IEPs written during the second year of the STMP training program. Feedback indicated significant improvement in PEA knowledge and compliant practices.		

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Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

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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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	≤ 5.10%

Actual Target Data for FFY 2010 (using 2009–2010 data)

# of youths with IEPs dropping out of grades 9 – 12	# of youths with IEPs in grades 9 – 12	Actual Target Data for FFY 2010
1,702	36,504	**4.7%**
1,702 ÷ 36,504 ∗ 100 = 0.0466 = 4.7%		

Arizona met the target.

<u>Data</u>

Data Source

The dropout data were 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.

Data Description

The 2009–2010 data were analyzed by the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E). It is the same data as the State's data reported to the U.S. Department of Education under Title I of the Elementary and Secondary Act (ESEA) and as that reported in Arizona's Consolidated State Performance Report Part I, submitted December 16, 2011.

Valid and Reliable Data

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The dropout data were obtained from the ADE Accountability Division/Research and Evaluation Section (ADE/R & E), which follows internal processes to ensure valid, reliable, and accurate data.

Definition of Dropout and Methodology

For purposes of calculating and reporting a dropout rate, Arizona used 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 used the 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.

The same definition and methodology for dropout rates apply to all students in Arizona.

Explanation of Progress That Occurred for FFY 2010

Arizona met the FFY 2010 target and saw a gain of 0.1 percentage points from FFY 2009 (4.8%) to FFY 2010 (4.7%). Arizona maintains that quality transition planning for students from secondary to postsecondary education, training, and employment settings has positively affected dropout rates for students with disabilities. To this end, the ADE/ESS transition specialists provided training and technical assistance to 510 participants at 30 training sessions offered throughout the State; established 14 new teams through the Secondary Transition Mentoring Project (STMP); held a statewide conference dedicated to transition; and developed and disseminated information and materials through webinars and updates to the ADE/ESS secondary transition Web site.

The ADE/ESS is committed to offering intensive capacity building grant opportunities for PEAs in need of assistance in transition planning and service provision. In FFY 2010, the Secondary Transition Mentoring Project (STMP), a two-year capacity building grant opportunity, provided funding to 25 PEAs, including 14 new teams (2010–2012 cohort) and 11 returning teams (2009–2011 cohort). ADE/ESS, in collaboration with training facilitators from the University of Kansas Transition Coalition, developed and provided a series of three two-day trainings to STMP teams focused on developing strategies and products for use in their PEAs to ensure 100% compliance on Indicator 13 and to use State and local data results from Indicators 1, 2, and 14 as a tool to inform transition planning and practices. As part of the FFY 2010 STMP grant, teams reviewed their own PEA's data in the following areas: graduation rates, dropout rates, post school outcomes data (if available), and Indicator 13 compliance.

Throughout the two-year process, the STMP teams focused on identifying PEA needs and priorities and developed action plans to address the identified needs. If applicable, teams developed action plans for increasing graduation rates or reducing dropout rates for students with disabilities that included root cause analyses to determine potential barriers within their schools. Additionally, the STMP team trainings assisted local PEAs in creating sustainable community teams to engage community partners and facilitate positive post-school outcomes for students with disabilities. A review of the action plans by University of Kansas/Transition Coalition coaches and ADE/ESS personnel indicated a 100% completion rate on activities outlined in team plans. Additionally, review of training evaluation forms showed that participating PEAs felt more prepared to plan and implement transition services leading to improved post school outcomes.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Arizona's Tenth Annual Transition Conference offered four breakout sessions specifically targeting improving graduation rates and decreasing dropout rates of students with disabilities. Sessions were led by nationally recognized experts from both the National Dropout Prevention Center-Students with Disabilities (NDPC-SD) and the National High School Center. Resources and facilitated discussions aimed at addressing graduation and dropout issues were provided. The ADE/ESS secondary transition Web site was also updated with additional resources and materials on dropout prevention.

In addition to PEA training opportunities, internal and external stakeholder collaboration efforts were conducted to enhance the secondary transition planning process. During FFY 2010, four intradepartmental collaboration meetings were held with the ADE sections of Dropout Prevention, Innovative Practices, and Career and Technical Education (including School/Career Counseling). The goal of these discussions was to improve collaboration between key ADE personnel and to assist with preparation and progress toward successful postsecondary outcomes for students with disabilities currently enrolled in secondary education.

Further, ADE/ESS transition and program specialists worked closely with PEAs to assist in data review, analysis, and training. Transition specialists analyzed data collected from on-site PEA annual site visits (technical assistance visits conducted by ESS program specialists) and targeted staff development to those PEAs most in need of training with regard to secondary transition requirements. ESS program specialists also reviewed dropout rates with PEAs on an annual basis as part of a larger data review that included performance and compliance Indicator data, PEA determinations, dispute resolution data, and annual technical assistance visit information. If a PEA had not met the State target for dropout rate, then the PEA may have been required to conduct a drill down exercise that is designed to explore root causes.

Finally, specific dropout prevention guidance was received by the ADE/ESS transition specialists at the National Secondary Transition Technical Assistance Center's State Planning Institute in May 2011.

Discussion of Improvement Activities Completed for FFY 2010

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	Activity completed 8/31/10. FFY 2010 PEA list was completed August 2010. The Annual Site Visit Log (ASVL) from school year 2009–2010 was used to identify PEAs most in need of training and technical assistance (TA) for Indicator 13.	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	Activities completed from 7/1/10 to 6/30/11. The FFY 2010 review and revision of the Strategic Plan for Statewide Transition Planning was completed July 2010. Implementation of the Transition Strategic Plan was completed from July 2010 to June 2011. **The FFY 2010 Transition**	7/1/10–6/30/13	ADE/ESS Transition Specialists

		Strategic Plan includes seven main components: 1. Provide training to targeted PEAs and in response to requests from non-targeted PEAs on Indicator 13; 2. Organize Arizona's Tenth 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 Directors 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 for PEAs 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 Rehabilitation Services of Arizona/Vocational Rehabilitation (RSA/VR), Division of Developmental Disabilities (DDD), Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN); 7. Collaborate with other ADE sections: High School Renewal and Improvement (AZHSRI),		

		Career and Technical Education (CTE), Dropout Prevention, and School Counselors and ADE/ESS areas: Program Support, Assistive Technology, and Parent Information Network. **All components of Arizona's FFY 2010 Strategic Plan for Statewide Transition Planning were immediately implemented upon revision, from 8/1/10 to 6/30/11.** Activities completed: • 484 participants from 130 targeted and non-targeted PEAs received Indicator 13 trainings from ADE/ESS transition specialists at 30 sites statewide. Trainings were delivered in regional or direct school locations. • Arizona's Tenth Annual Transition Conference was held in September 2010 and offered sessions focused on improving compliance with the eight components of Indicator 13. 831 participants attended the conference, including education and agency professionals, youth, young adults, family members of youth with disabilities, and vendors/exhibitors. • Four sessions on Indicator 13 were provided by ADE/ESS transition specialists at the annual ADE/ESS Directors Institute (DI). Of the 695 in attendance at the DI, 300 participants attended sessions related to secondary transition. • 26 PEAs participated in Year 1 (14 PEAs in the 2010–2012 cohort) or Year 2 (12 PEAs in the 2009–2011 cohort) team trainings of the Secondary Transition Mentoring Project (STMP) capacity building grant. Through a contract with the University of		

		Kansas Transition Coalition and in collaboration with ADE/ESS, training was provided to achieve and sustain 100% compliance on Indicator 13. Team training included: three two-day face-to-face training sessions, webinars, a Web site for project participants containing all training materials and extensive resources, an online short course for Year 1 teams, and attendance at Arizona's Tenth Annual Transition Conference. • Collaboration with national technical assistance centers and organizations occurred throughout the year and included: participation in NPSO and NSTTAC Community of Practice calls; use 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 where OSEP, NPSO, NSTTAC, and NDPC-SD provided guidance. Additionally, ADE/ESS maintained ongoing collaboration with the University of Kansas Transition Coalition and the Mountain Plains Regional Resource Center. • At the State level, ADE/ESS collaborated with RSA/VR, Division of Developmental Disabilities (DDD), Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN), and met every other month with these agency stakeholders through the Arizona Community of Practice on Transition (AZCoPT). In FFY 2010, AZCoPT revised a presentation used 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 Improvement, Career and Technical Education, Dropout Prevention, and School Counselors were scheduled and held approximately every three 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 8/1/10 through 6/30/11. • Four Indicator 13 presentations were offered at the ADE/ESS Directors Institute in August 2010 for approximately 300 participants. • Ninety sessions either directly or indirectly related to Indicator 13 were offered at Arizona's Tenth Annual Transition Conference held in September 2010. • Between July 2010 and June 2011, the ADE/ESS Secondary	7/1/10–6/30/13	ADE/ESS Transition Specialists

		Transition Web site was updated to include additional and/or revised Indicator 13 materials from NSTTAC, IDEA Partnership, and other secondary transition technical assistance centers. The Web address is http://www.azed.gov/special-education/special-projects/secondary-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 7/1/10 to 6/30/11. • Analysis of pre-training data found in the ASVL was completed in January 2011 after all ESS program specialists were able to complete at least one PEA annual site visit during fall 2010. The analysis showed a 76.5% average for compliance with the eight items of Indicator 13. • Post-training data analysis of all PEAs that received a pre-training annual site visit and were trained in secondary transition during FFY 2010 showed an 81.3% average for compliance with the eight items of Indicator 13. Through pre- and post-training analysis, an increase of 4.8% in compliance for Indicator 13 was demonstrated after training and technical assistance was provided to PEAs by transition and education program specialists.	7/1/10–6/30/13	ADE/ESS Transition Specialists ADE/ESS Program Specialists
2) Provide a two-year capacity building grant to PEAs to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who meet eligibility requirements and extend invitations to them to participate in STMP trainings	Activities completed from 1/1/10 to 7/30/10. • Using Annual Site Visit (ASV) data for PEAs currently in Years 1 or 6 of the monitoring cycle, 22 PEAs achieving less than 100% compliance on Indicator 13 were invited to apply for a noncompetitive Secondary Transition Mentoring Project (STMP) capacity building grant. • Fourteen PEAs were accepted for participation in Year 1 of the STMP Team training in July 2010.	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	Activities completed from 7/1/10 through 6/30/11. • STMP participants attended Arizona's Tenth Annual Transition Conference, which included a STMP team orientation and designated sessions. • Training materials and activities were designed, created, and disseminated by ADE/ESS in collaboration with the University of Kansas Transition Coalition. Trainings focused on: identifying PEA barriers to meeting transition requirements; developing an action plan to eliminate barriers; creating IEPs that meet transition requirements; implementing training to build intra-PEA capacity to attain 100% compliance on secondary transition requirements; and determining improvements made and targeting areas still in need of improvement. • Team training for each cohort consisted of three two-day face-to-face trainings throughout the year. Additionally, Year 1 teams completed an online short course specially designed for STMP teams and focusing on best practices in transition planning.	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	Activity completed from 7/1/10 through 6/30/11. • Measures to determine effectiveness of STMP training included the use of: a) team process checklist; b) interrater reliability measures for IEP file review; c) training session evaluations; d) STMP team self-reported progress toward completion of action plans; and e) feedback provided by ADE/ESS monitoring program specialists on compliance. Data from the measures are as	7/1/10–6/30/13	ADE/ESS Transition Specialists

		follows: a) April 2011 trainings for both STMP cohorts included the completion of a 37-item “team process” checklist. Results from the checklist use indicated both Year 1 and Year 2 teams reported an average of 95% for the item “all team members are highly knowledgeable of transition compliance requirements” and an average of 94% for the item “STMP team collaboratively develops and implements an action plan that addresses the prioritized needs.” b) Training for both cohorts included instruction and practice activities using inter-rater reliability measures. c) All STMP training sessions during FFY 2010 included instruction, activities, and Indicator 13 file reviews. Based on a 5-point Likert scale (1 lowest and 5 highest), evaluation results indicated an average score of 4.3 across all activities for both cohorts. Additionally, all team members completed a pre-/post-evaluation of their competency in meeting Indicator 13 requirements, which asked the question, “How prepared do you feel?” Based on a 5-point Likert Scale (1 equaled unprepared and 5 equaled prepared) and using a Paired Samples T-Test, all scores indicated a statistically significant increase in knowledge from the beginning to the end of the training for FFY 2010 for both cohorts (Years 1 and 2). The areas reporting the greatest increase in knowledge were transition assessments and documenting transition services and course of study that will support the student in reaching postsecondary goals.		

		d) Review of each STMP team's action plan indicated all teams set goals to build and sustain systems to ensure 100% compliance on Indicator 13 school- or district-wide. All teams reported progress in meeting these goals. e) During the April 2011 training, Year 2 teams met with ADE/ESS program specialists to receive informal feedback on IEPs written during the second year of the STMP training program. Feedback indicated significant improvement in PEA knowledge and compliant practices.		

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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)].

Data

Data Source

The assessment data were from Arizona's Instrument to Measure Standards (AIMS) and Arizona's Instrument to Measure Standards Alternate (AIMS A).

Data Description

The assessment data were analyzed by the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E) and the Information Technology Division (IT). It is the same data as the State's data reported to the U.S. Department of Education under Title I of the Elementary and Secondary Education Act (ESEA).

Arizona's alternate assessment, AIMS A, is based on alternate academic achievement standards. The AIMS A is not based on grade level academic achievement standards and is not based on modified academic achievement standards.

The AIMS and AIMS A data were used for determining AYP and for reporting participation and performance. The grades tested for FFY 2010 were grades 3 through 8 and grade 10. The State uses four categories for the proficiency status:

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

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

Valid and Reliable Data

The assessment data were obtained from the ADE Accountability Division/Research and Evaluation Section and the Information Technology Division (IT), which follow internal processes to ensure valid, reliable, and accurate data. The ADE Standards and Assessment Division/Assessment Section ensures its assessments adhere to the Standards for Educational and Psychological Testing.

Indicator 3A — AYP Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	25.5%

Indicator 3A — Actual AYP Target Data for FFY 2010

Year	Total Number of PEAs	Number of PEAs That Met the Minimum "n" Size	Number of PEAs That Met the Minimum "n" Size and Met AYP for FFY 2010	Percent of PEAs
FFY 2010 (2010–2011)	**593**	**72**	**1**	**1.39%**

Arizona did not meet the target for Indicator 3A for AYP.

Indicator 3B — Target Data for Mathematics and Reading Participation for FFY 2010

FFY	Measurable and Rigorous Targets	
2010	Mathematics 95%	Reading 95%

Indicator 3B — Actual Target Data for Mathematics Participation for FFY 2010

Mathematics Assessment Participation for FFY 2010			
		Total Number	Total Percent

a	Children with IEPs enrolled	72,296	
b	Children with IEPs participating in regular assessment with no accommodations	33,062	45.7%
c	Children with IEPs participating in regular assessment with accommodations	31,654	43.8%
d	Children with IEPs participating in alternate assessment against grade-level standards	0	0
e	Children with IEPs participating in alternate assessment against modified standards	0	0
f	Children with IEPs participating in alternate assessment against alternate standards	5,663	7.8%
g	Students with IEPs participating (b+c+d+e+f)	70,379	**97.3%**
Children included in *a* but not included in the other counts above			
Children with IEPs who were not participants, were absent, or had invalid scores, consistent with Arizona's Accountability Workbook and requirements.		1,917	2.7%

Arizona exceeded the target for Indicator 3B for the mathematics participation rate.

Indicator 3B — Actual Target Data for Reading Participation for FFY 2010

Reading Assessment Participation for FFY 2010			
		Total Number	Total Percent
a	Children with IEPs enrolled	72,429	
b	Children with IEPs participating in regular assessment with no accommodations	37,764	52.1%
c	Children with IEPs participating in regular assessment with accommodations	27,093	37.4%
d	Children with IEPs participating in alternate assessment against grade-level standards	0	0
e	Children with IEPs participating in alternate assessment against modified standards	0	0
f	Children with IEPs participating in alternate assessment against alternate standards	5,666	7.8%
g	Students with IEPs participating (b+c+d+e+f)	70,523	**97.4%**

Children included in *a* but not included in the other counts above		
Children with IEPs who were not participants, were absent, or had invalid scores, consistent with Arizona's Accountability Workbook and requirements.	1,906	2.6%

Arizona exceeded the target for Indicator 3B for the reading participation rate.

Mathematics and Reading Participation Data

The mathematics and reading participation data are the same as the State's data used for accountability reporting under Title I of the ESEA and were reported in Arizona's Consolidated State Performance Report Part I, submitted December 16, 2011.

Mathematics and reading participation rates are inclusive of all ESEA grades assessed in Arizona (grades 3 through 8 and grade 10) for students with IEPs and inclusive of all assessments (regular and alternate). The calculation includes all students with IEPs in all the grades assessed, including those enrolled for less than a full academic year.

The differences between the denominators for mathematics and reading can be attributed to the different assessment dates for the different grades. Mathematics and reading assessments were given to all students in grades 3 through 8 on April 11, 2011. The mathematics assessment was given to students in grade 10 on April 5, 2011. The reading assessment was given to students in grade 10 on March 2, 2011.

Indicator 3C — Target Data for Mathematics and Reading Proficiency for FFY 2010

FFY 2010	**Measurable and Rigorous Targets**						
Grades	3	4	5	6	7	8	10
Mathematics	65%	63%	58%	57%	58%	58%	61%
Reading	71.9%	67%	65.9%	67%	69.4%	65.5%	61.4%

The mathematics and reading proficiency targets are the same as the State's ESEA targets, as reported in Arizona's Accountability Workbook, revised February 8, 2011.

Indicator 3C — Actual Target Data for Mathematics Proficiency for FFY 2010

FFY 2010	**Mathematics Assessment Proficiency**						
Grades	3	4	5	6	7	8	10
Total enrolled	11,155	11,435	11,295	10,686	10,045	9,537	8,143

Total number tested and enrolled for full academic year	9,788	9,987	9,832	9,312	8,584	8,140	6,749
Total number children with IEPs scoring at or above proficient	3,975	3,509	2,930	2,137	2,005	1,461	1,420
Total percent children with IEPs scoring at or above proficient	**40.6%**	**35.1%**	**29.8%**	**22.9%**	**23.4%**	**17.9%**	**21.0%**

Arizona did not meet the target for Indicator 3C for mathematics proficiency in any of the assessed grades 3 through 8 and grade 10.

Indicator 3C — Actual Target Data for Reading Proficiency for FFY 2010

FFY 2010	**Reading Assessment Proficiency**						
Grades	3	4	5	6	7	8	10
Total enrolled	11,155	11,435	11,295	10,686	10,045	9,536	8,277
Total number tested and enrolled for full academic year	9,780	9,976	9,831	9,312	8,588	8,150	6,916
Total number children with IEPs scoring at or above proficient	4,214	4,260	4,138	3,825	3,718	2,325	2,695
Total percent children with IEPs scoring at or above proficient	**43.1%**	**42.7%**	**42.1%**	**41.1%**	**43.3%**	**28.5%**	**39.0%**

Arizona did not meet the target for Indicator 3C for reading proficiency in any of the assessed grades 3 through 8 and grade 10.

Mathematics and Reading Proficiency Data

The mathematics and reading proficiency data are provided in the same format as the State's data reported under Title I of the ESEA in Arizona's Consolidated State Performance Report Part I, submitted December 16, 2011. Mathematics and reading proficiency rates are inclusive of all ESEA grades assessed in Arizona (grades 3 through 8 and grade 10) for students with IEPs and inclusive of all assessments (regular and alternate). The calculation includes only those scores for students with IEPs who were enrolled for a full academic year.

Explanation of Progress and Slippage That Occurred for FFY 2010

A slippage of 1.31 percentage points occurred for Indicator 3A (from 2.70% in FFY 2009 to 1.39% in FFY 2010) and the target was not met. The Arizona Annual Measurable Objectives increase every year, which may be affecting the results for AYP. Minor slippage (1.2 percentage points) occurred for Indicator 3B for both mathematics and reading participation, although both targets were met.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Progress occurred for Indicator 3C for mathematics and reading proficiency in all grades assessed except for grade 8 mathematics, where there was a minor slippage of 0.1 percentage points. Although none of the targets was met for Indicator 3C, increases in proficiency rates were achieved from FFY 2009 to FFY 2010, as shown in the two tables below.

Mathematics Proficiency Rates from FFY 2009 to FFY 2010

Grades	**3**	**4**	**5**	**6**	**7**	**8**	**10**
FFY 2010	40.6%	35.1%	29.8%	22.9%	23.4%	17.9%	21.0%
FFY 2009	34.8%	29.8%	24.0%	19.0%	17.9%	18.0%	16.9%
Increase in percentage points	5.8	5.3	5.8	3.9	5.5	-0.1	4.1

Reading Proficiency Rates from FFY 2009 to FFY 2010

Grades	**3**	**4**	**5**	**6**	**7**	**8**	**10**
FFY 2010	43.1%	42.7%	42.1%	41.1%	43.3%	28.5%	39.0%
FFY 2009	36.3%	34.1%	30.3%	33.2%	31.0%	26.7%	31.0%
Increase in percentage points	6.8	8.6	11.8	7.9	12.3	1.8	8.0

The ADE/ESS continues to support PEAs with sponsorship of Arizona Students Achieving Mathematics Academy (ASAMA) and Systemic Change in Reading (SCR), two programs designed to target PEAs making little or no progress on proficiency measures and with meeting AYP. Both programs provide research-based interventions and strategies to educators.

Discussion of Improvement Activities Completed for FFY 2010

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 rates 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)	Activities completed 9/1/10 to 6/30/11. 100% of the nine schools represented in the ASAMA Year 1 cohort completed the training with emphasis on number operations, structure, and logic.	9/1/09–6/30/11	Comprehensive System of Personnel Development (CSPD) Staff
	b) Collect and analyze third grade AIMS data by strand	Activity discontinued. The data was not collected due to the changes made by the	9/1/09–6/30/11	CSPD Staff

		project specialist and the presenter to meet the needs of the participants.		
2) By the end of Year 2, teams will increase mathematics proficiency rates 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	Activities completed 9/1/10 to 6/30/11. 100% of the 14 schools represented in the ASAMA Year 2 cohort completed the training with emphasis on data analysis/probability/discrete math strand, algebra/patterns/functions strand, geometry/measurement strand, and structure/logic strand.	9/1/09–6/30/11	CSPD Staff
	b) Collect and analyze third grade AIMS data by strand	Activity discontinued. The data was not collected due to the changes made by the project specialist and the presenter to meet the needs of the participants.	9/1/09–6/30/11	CSPD Staff
3) By the end of Years 1 and 2, teams will increase mathematics proficiency rates for students with IEPs, as determined by third grade AIMS data	a) Provide training in the use of the SETT Process (Student, Environment, Task, Tools) and the Star Model to improve accessibility of mathematics and enhance mathematics instruction	Activities discontinued and completed from 9/1/10 to 6/30/11. SETT was discontinued from the ASAMA training due to the trainings being offered by the ESS Assistive Technology Unit. 100% of the 23 schools received training in the use of the Star Model to improve the 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	Activities completed 9/1/10 to 6/30/11. Professional Learning Community training was eliminated from ASAMA and replaced with Team Building and Professional Development Strategies.	9/1/09–6/30/11	CSPD Staff

	learning and/ or create a school-wide professional development plan.	100% of the 23 schools received training in the new process and received the new team meeting and professional development forms for planning to make school-wide change in mathematics instruction.		
4) By the end of Year 2, the Systemic Change in Reading (SCR) teams will increase proficiency rates to 50% for children with IEPs as determined by third grade AIMS data	a) Provide reading training through the Systemic Change in Reading grant	Activities completed 9/1/10 to 6/30/11. 100% of the 25 schools represented in the Systemic Change in Reading (SCR) grant received and completed training. Year 2 Teams reviewed phonemic awareness, phonics, fluency, vocabulary and comprehension strategies for struggling readers. Teams continued to provide staff development and completed documentation for their implementation portfolios. Year 1 teams began the process of analyzing the needs on their campuses while beginning to provide staff development to specific members of their staffs. Documentation was completed for their implementation portfolios.	9/1/09–6/30/11	CSPD Staff 95% Group
	b) Collect and analyze third grade AIMS reading data	Activities completed 9/1/10 to 6/30/11. The 25 schools represented in the SCR grant are made up of two cohorts: Year 2 has 13 teams and Year 1 has 12 teams. The FFY 2010 AIMS results for Year 2 teams show:	9/1/09–6/30/11	CSPD Staff 95% Group

		Nine of 13 schools increased the percentage of third-grade students attaining proficiency on the AIMS reading test. Three of 13 schools met the target of 50% or more students with IEPs achieving proficiency in reading as measured by AIMS. The FFY 2010 AIMS results for Year 1 teams show: Seven of 12 schools increased the proficiency rate for all third-grade students. Three of 12 schools met the target of 50% or more students with IEPs achieving proficiency in reading as measured by AIMS.		
5) By the end of Year 2, the Systemic Change in Reading teams will increase reading proficiency rates in phonemic awareness, and fluency (Strand 1) for students with IEPs as determined by third grade AIMS data	a) Provide reading training in phonemic awareness, phonics, and fluency through the Systemic Change in Reading team trainings	Activities completed 9/1/10 to 6/30/11. 100% of the 25 schools represented in the Systemic Change in Reading (SCR) Year 2 cohort completed the training with emphasis on phonemic awareness, phonics, and fluency strategies.	9/1/09–6/30/11	CSPD Staff 95% Group
	b) Collect and analyze third grade phonics and fluency strand data on the AIMS	Activities completed 9/1/10 to 6/30/11. AIMS data is not available for analysis at the strand level.	9/1/09–6/30/11	CSPD Staff 95% Group
6) By the end of Year 2 Systemic Change in Reading teams will increase proficiency rates in comprehension and vocabulary (Strands 2 and 3) for students with IEPs as determined by third grade AIMS data	a) Provide reading training for comprehension and vocabulary strands through the Systemic Change in Reading grant	Activities completed 9/1/10 to 6/30/11. 100% of the 13 schools represented in the Systemic Change in Reading (SCR) grant completed the training with emphasis on comprehension and vocabulary strategies.	9/1/09–6/30/11	CSPD Staff 95% Group

	b) Collect and analyze third grade comprehension and vocabulary data on the AIMS	Activities completed 9/1/10 to 6/30/11. AIMS data is not available for analysis at the strand level.	9/1/09–6/30/11	CSPD Staff 95% Group
7) 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, the ESS listserv, and ESS/CSPD trainings		7/1/11–6/30/13	CSPD Staff
8) Increase opportunities for training in reading strategies to public education agency (PEA) special education personnel and distribute resource information in reading	a) Represent ESS at the Response to Intervention (RTI) meetings with other ADE divisions	Activities completed 7/1/10 to 6/30/11. ESS collaborated with the K–12 Literacy, Math Standards, School Improvement, Office of English Language Acquisition, Title I, Highly Qualified, Certification, and Early Childhood divisions on: • statewide literacy plan • document for HR personnel providing guidance on certification requirements for staff providing interventions • RTI trainings and conferences • statewide RTI Web site • interagency training to discuss common language and information to be used	7/1/10–6/30/13	CSPD Staff

		when working with PEAs or providing professional development		
	b) Conduct reading 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
	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, the ESS listserv, and ESS/CSPD trainings		7/1/11–6/30/13	CSPD Staff

Public Reporting Information

The location (URL) of public reports of assessment results conforming to 34 CFR § 300.160 (f) is http://www.azed.gov/research-evaluation/aims-assessment-results/.

The FFY 2010 Annual Performance Report (APR) gives information about the participation of students with IEPs. The APR is located on the ADE/ESS Web site at http://www.azed.gov/special-education/resources/ under the menu labeled State Performance Plan.

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are new improvement activities to target mathematics and reading proficiency.

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 scientifically based strategies for	a) Teams will learn and use a cyclical process of screening, content strategies, data analysis, and collaboration of student need and will implement		9/1/11–6/30/13	CSPD Staff

mathematics instruction for grades K–2 students with IEPs through Special Education Using Mathematics for School Improvement Project (SUMS)	student-specific strategies Measurement will be team effectiveness data. (Each team will have a coach during the training sessions to assist with the team processes.)			
	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 post-assessment data to determine continuity of learning and instruction		9/1/11–6/30/13	CSPD Staff
2) By the end of FFY 2012, teams will increase their content knowledge of scientifically based strategies for mathematics instruction for students with IEPs grades 3–5 through Special Education Achieving Success in Mathematics (SEAS-Math)	a) Teams will learn and use a cyclical process of screening, content strategies, data analysis, and collaboration on student need and will implement student-specific strategies Measurement will be team effectiveness data. (Each team will have a coach during the training sessions to assist with the team processes.)		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		9/1/11–	CSPD Staff

	students with IEPs over time using AIMS data and other assessment data provided by the schools		6/30/13	
	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 scientifically based strategies for mathematics instruction for students with IEPs grades 7–12 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 an abstract model		9/1/11–6/30/13	CSPD Staff
	b) Apply data analysis processes from various types of assessments to differentiate instruction for students with IEPs		9/1/11–6/30/13	CSPD Staff
	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 eighth-grade students with IEPs	a) Conduct Passages training for special education teachers and reading specialists		10/1/11–6/30/13	CSPD 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 feedback and support in implementation of new strategies		10/1/11–6/30/13	Same
	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	CSPD capacity building grants for qualifying schools and CSPD staff CSPD reading specialist Presenter for “Passages” Research on improving reading for high school students with IEPs 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		10/1/11–	Same

	strategy training in the areas of word study, vocabulary, and comprehension		6/30/13	
	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 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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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."

Overview of Issue / Description of System or Process

Data Source

The 2009–2010 data were 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) for school year 2009–2010, due November 1, 2010. The October 1, 2009, 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.

Note that the source of this data is from FFY 2009. The total number of PEAs in Arizona vary from year to year due to the number of charter schools that may open and close from year to year.

Valid and Reliable Data

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.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Using the minimum "n" size of 50 students for overall special education enrollment, Arizona excluded 18 PEAs from the calculation (excluded 18 from 581) and used the total number of PEAs (581) in the State in the denominator.

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.

Target Data for FFY 2010 (using 2009–2010 data)

FFY	Measurable and Rigorous Target
FFY 2010 (using 2009–2010 data)	1.30%

Indicator 4A — Actual Target Data for FFY 2010 (using 2009–2010 data)

0.34%

Arizona met the target.

PEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of PEAs*	Number of PEAs That Have Significant Discrepancies	Percent
FFY 2010 (using 2009–2010 data)	**581**	**2**	**0.34%**

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

<u>Review of Policies, Procedures, and Practices for FFY 2010 (using 2009–2010 data)</u>

The State reviewed the PEAs' suspension/expulsion data and identified two PEAs with a significant discrepancy. The PEAs reviewed their policies, procedures, and practices relating to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards to determine if these contributed to the significant discrepancy.

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 assessments to validate the decisions made by the PEAs during the file reviews.

Upon the completion of this review, Arizona determined that the two PEAs were in compliance with IDEA requirements that pertain to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards.

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).

Explanation of Progress That Occurred for FFY 2010

For the past three years, the Indicator 4A rate has been below 0.55%. The FFY 2010 rate of 0.34% represents minor improvement over FFY 2009 (0.51 percentage points) and represents minor slippage from FFY 2008 (0.18 percentage points). Arizona will continue to encourage PEAs to reduce their suspension and expulsion rates.

The ADE/ESS sponsors the AHAA Institute (Arizona High Achievement for All) that offers professional development and technical assistance to PEAs participating in the training with the goal of reducing suspension and expulsion rates for students with IEPs. The AHAA Institute has a variety of sessions during a two-year span for teams composed of building principals, special education teachers, general education teachers, and two other members of a school's choice. Each school receives a capacity building grant to support its participation in the Institute.

The AHAA curriculum addresses, in addition to behavior, effective instruction, differentiation of instruction, and student engagement strategies as key factors in reducing behavior problems. Accountability is emphasized through data collection and reporting with the use of an Implementation Portfolio. To increase fidelity, a staff development protocol is a component of the Implementation Portfolios. In addition, the AHAA coordinator and presenter include training on the sustainability of the strategies and implementation models.

Discussion of Improvement Activities Completed for FFY 2010

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) By the end of two years of training with Positive Behavioral Interventions and Supports of Arizona (PBISAz), at least 70% of PBISAz teams will implement School-	a) Between baseline data collection and the end of the second year of PBISAz training, PBISAz Year 2 teams will decrease office discipline referrals by 10% for	Activities completed from 9/1/09 to 6/30/10. 100% of the eight teams completed Year 2 of PBISAz and submitted data with a score of 80% or better on the Arizona Implementation Checklist, demonstrating the	8/1/09–6/30/10	PBISAz Coordinators AZ Implementation Checklist Quarterly

wide Positive Behavioral Interventions and Supports (SW-PBIS) with fidelity as measured by a score of 80% on the Arizona Implementation Checklist	all students and 5% for students with IEPs as measured by the final PBISAz Quarterly Report data	team's level of implementation. Year 2 teams demonstrated a decrease in office referrals of 33% for all students and a decrease in office referrals of 67% for students with IEPs.		Reports
	b) Between baseline data collection and the end of the second year of PBISAz training, PBISAz Year 2 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	Activities completed from 9/1/09 to 6/30/10. Year 2 teams demonstrated a decrease in suspensions/expulsions of 50% for all students and a decrease in suspensions/expulsions of 67% for students with IEPs.	8/1/09–6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data
	c) Between baseline data collection and the end of the second year of PBISAz training, PBISAz Year 2 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	Activities completed from 9/1/09 to 6/30/10. 100% of the Year 2 teams reported no students, including students with IEPs, receiving suspensions/expulsions over 10 days.	8/1/09–6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data
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) Collect ending data on suspensions/expulsions for all students and students with disabilities for Siete Year 1 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the nine teams in AHAA Year 1 submitted data on suspensions/expulsions.	9/1/09–6/30/10	CSPD Staff School Principals
	b) Collect ending data on office referrals for all students and students with disabilities for Siete Year 1 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the nine teams in AHAA Year 1 submitted data on office referrals.	9/1/08–6/30/10	CSPD Staff School Principals

	c) Analyze and report aggregated and disaggregated data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions and office referrals for Siete Year 1 teams by 6/30/11	Activities completed from 7/1/10 to 6/30/11. The following data express the percentages of the 12 Year 1 teams* that decreased suspension/expulsion rates and office referrals for students with IEPs: • nine of 10 schools had zero suspensions > 10 days, one school had one suspension > 10 days** • 36% decreased in-school suspensions • 90% decreased out-of-school suspensions • 40% decreased suspensions > 10 days and 50% maintained zero suspensions > 10 days** • 100% maintained zero expulsions • 27% decreased office referrals and one school showed no change *One team did not maintain data for students with IEPs **One team did not collect data for students with IEPs who were suspended > 10 days The following data express the percentages of the 12 Year 1 teams that decreased suspension/expulsion rates and office referrals for general education students: • three schools maintained zero suspensions > 10 days* • 11 of 11 schools had a rate less than 5% for suspensions > 10 days* • 41% decreased in-school suspensions • 90% decreased out-of-school suspensions • 54%* decreased suspensions > 10 days and 27% maintained zero suspensions > 10 days	9/1/08–6/30/11	CSPD Staff School Teams

		• 8% decreased expulsions and 75% maintained zero expulsions • 41% decreased office referrals *One team did not maintain the data		
	d) All Siete Year 1 school teams will complete Team Implementation Portfolios to document continuous, on-site team activities to train staff with AHAA materials, implement differential reinforcement (check in/check out), and plan accommodations for diverse learners, including students with IEPs by reporting 6/30/11	Activities completed from 7/1/10 to 6/30/11. Each Year 1 team has a Team Implementation Portfolio which includes: • Documentation of staff development with analysis by the team providing reflection on content, presentation, and evaluation • Charts of monthly behavior data along with the team's reflection on progress and areas of need • Documentation of team meetings where teams analyzed data, planned trainings, and planned for implementation of differentiated interventions for both students with IEPs and general education students • Constructive comments obtained during the subsequent training session • Review of all activities that assisted with support and guidance for both general education and students with IEPs • Training content, which was differentiated by the presenter to address elementary, middle school, and high school teams • Materials that serve as a resource for future activities, planning, and problem solving • Training content that includes strategies such as:	10/7/09–6/30/11	CSPD Staff School Teams AHAA Director

		○ Check In/Check Out ○ 10 Grid ○ Proactive Classroom Management ○ I Do, You Do, We Do		
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) Collect ending data on suspensions/expulsions for all students and students with disabilities for Seis Year 2 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the seven teams in AHAA Year 2 submitted data on suspensions/expulsions.	9/1/08–6/30/10	CSPD Staff School Principals
	b) Collect ending data on office referrals for all students and students with disabilities for Seis Year 2 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the seven teams in AHAA Year 2 submitted data on office referrals.	9/1/08–6/30/10	CSPD Staff School Principals
	c) Analyze and report aggregated and disaggregated data collected for all students and students with disabilities on the impact of the AHAA project on suspensions/expulsions and office referrals for Seis Year 2 teams by 6/30/11	Activities completed from 7/1/10 to 6/30/11. The following data are the percentages of the eight second-year teams* that decreased suspension/expulsion rates and office referrals for students with IEPs: • five of eight schools had zero suspensions > 10 days; six of eight schools had a rate less than 5% for suspensions > 10 days; one school had a rate of 7% suspensions > 10 days* • 28% decreased in-school suspensions and one school showed no change • 57% decreased out-of-school suspensions • 28% decreased suspensions > 10 days and four schools maintained zero suspensions > 10 days • 100% maintained zero expulsions • 57% decreased office referrals *One team was not included	9/1/08–6/30/11	CSPD Staff School Teams

		because data was collected for a partial year The following expresses the percentages of the eight Year 2 teams* that decreased suspension/expulsion rates and office referrals for general education students: • four of seven schools had zero suspensions > 10 days; five of seven schools had a rate less than 5% for suspensions > 10 days* • 28% decreased in-school suspensions • 85% decreased out-of-school suspensions • 42% decreased suspensions > 10 days, and 42% maintained zero suspensions > than 10 days • 28% decreased expulsions, and 71% maintained zero expulsions • 57% decreased office referrals *One team was not included because data was collected for a partial year		
	d) All Seis Year 2 school teams will complete Team Implementation Portfolios and report on 6/30/11 to document continuous, on-site team activities to train staff with AHAA materials, implement differential reinforcement (check in/check out), and plan accommodations for diverse learners, including students with IEPs	Activities completed from 7/1/10 to 6/30/11. Each Year 2 team has a Team Implementation Portfolio that includes: • Documentation of staff development with analysis by the team that provides reflection on content, presentation, and evaluation • Charts of monthly behavior data along with the team's reflection on progress and areas of need • Documentation of team meetings in which teams analyzed data, planned trainings, and planned for implementation of differentiated interventions	10/7/09–6/30/11	CSPD Staff School Teams AHAA Director

		for both students with IEPs and general education students • Constructive comments obtained during the subsequent training session • Review of all activities that assist with support and guidance for both general education and students with IEPs • Training content, which was differentiated by the presenter to address elementary, middle school, and high school teams • Materials that serve as a resource for future activities, planning, and problem solving • Training content that includes strategies such as: ○ Check In/Check Out ○ 10 Grid ○ Proactive Classroom Management ○ I Do, You Do, We Do ○ Pathway Charting ○ Classroom Environmental Observation ○ Behavior Support Plan Development		
4) 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
5) Provide support for PEAs that are flagged as at risk for significant discrepancy, defined	a) On an annual basis, analyze data to flag PEAs that are at risk for significant discrepancy	Activities completed from 7/1/10 to 6/30/11. Data were reviewed by ESS directors and PEAs were	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists

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		flagged that were determined to be at risk for significant discrepancy. At risk was defined as those PEAs that suspended/expelled 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. This activity was discontinued and revised due to new definition of significant discrepancy.		ADE/ESS Data Manageme nt Specialist
	b) On an annual basis, notify PEAs that are flagged as at risk for significant discrepancy	Activities completed from 7/1/10 to 6/30/11. ESS program specialists notified PEAs that were at risk during on-site visits, and data was reviewed and discussed. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	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	Activities completed from 7/1/10 to 6/30/11. ESS program specialists gave resources to PEAs at risk for significant discrepancy and assisted with drill downs to analyze root causes. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists
6) 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	a) On an annual basis, notify PEAs that are flagged for significant discrepancy	Activities completed from 7/1/10 to 6/30/11. There were no PEAs flagged for significant discrepancy. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists

those suspended or expelled students were greater than 5% of its special education population	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices	Activities completed from 7/1/10 to 6/30/11. There were no PEAs flagged for significant discrepancy. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists

Correction of FFY 2009 Findings of Noncompliance

Arizona did not make any findings of noncompliance in FFY 2009 as a result of the review of policies, procedures, and practices required by 34 CFR 300.170 (b).

Actions Taken if Noncompliance Not Corrected

Arizona did not make any findings of noncompliance in FFY 2009.

Verification of Correction (either timely or subsequent)

Arizona did not make any findings of noncompliance in FFY 2009.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are revised improvement activities 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	a) On an annual basis, analyze data to flag PEAs that are at risk		7/1/11–6/30/13	Suspension/expulsion Data

for significant discrepancy	for significant discrepancy			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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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

Data Source

The 2009–2010 data were 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) for school year 2009–2010, due November 1, 2010. The October 1, 2009, 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.

Note that the source of this data is from FFY 2009. The total number of PEAs in Arizona vary from year to year due to the number of charter schools that may open and close from year to year.

Valid and Reliable Data

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.

Using the minimum “n” size of 50 students for a given race/ethnicity enrollment, Arizona excluded 23 PEAs from the calculation (excluded 23 from 581) and used the total number of PEAs (581) in the State in the denominator.

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.

Target Data for FFY 2010 (using 2009–2010 data)

FFY	Measurable and Rigorous Target
FFY 2010 (using 2009–2010 data)	0.0%

Indicator 4B — Actual Target Data for FFY 2010 (using 2009–2010 data)

0.0%

Arizona met the target.

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 2010 (using 2009–2010 data)	**581**	**4**	**0.69%**

*Arizona included the total number of PEAs 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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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 2010 (using 2009–2010 data)	581	0	0.00%

*Arizona included the total number of PEAs in the denominator

Review of Policies, Procedures, and Practices for FFY 2010 (using 2009–2010 data)

The State reviewed the PEAs' suspension/expulsion data by race or ethnicity and identified four PEAs with a significant discrepancy. The PEAs reviewed their policies, procedures, and practices relating to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards to determine if these contributed to the significant discrepancy.

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 assessments to validate the decisions made by the PEAs during the file reviews.

Upon the completion of this review, Arizona determined that the four PEAs were in compliance with IDEA requirements that pertain to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards.

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).

Explanation of Progress That Occurred for FFY 2010

The FFY 2010 rate of 0.0% is the same as that achieved in FFY 2009. Arizona will continue to encourage PEAs to reduce their suspension and expulsion rates by race/ethnicity.

The ESS directors and program specialists examine the APR data and other information for all the PEAs in the State on an annual basis. Following these daylong meetings, the specialists visit their assigned

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PEAs to discuss each agency's results, the SPP/APR targets, and strategies to achieve compliance and improve results. The suspension/expulsion data is reviewed to identify the agencies at risk for a significant discrepancy by race/ethnicity. Resources and technical assistance are provided to the PEAs that are at risk.

Discussion of Improvement Activities Completed for FFY 2010

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) On an annual basis, analyze data to flag PEAs that are at risk for significant discrepancy for race or ethnicity	Activities completed from 7/1/10 to 6/30/11. Data were reviewed by ESS directors and PEAs were flagged that were determined to be at risk for significant discrepancy for each racial/ethnic group. "At risk" was defined as those PEAs that suspended/expelled 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. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	ADE/ESS Directors ADE/ESS Program Specialists ADE/ESS Data Manageme nt Specialist
	b) On an annual basis, notify PEAs that are flagged as at risk for significant discrepancy for	Activities completed from 7/1/10 to 6/30/11. ESS program	7/1/10–6/30/13	ADE/ESS Directors ADE/ESS

	race or ethnicity	specialists notified PEAs at risk during on-site visits, and data were reviewed and discussed as they pertained to race or ethnicity. This activity was discontinued and revised due to new definition of significant discrepancy.		Program Specialists
	c) Provide assessment tools and resources to PEAs that are flagged as at risk to conduct root cause analyses	Activities completed from 7/1/10 to 6/30/11. ESS program specialists gave resources to PEAs at risk for significant discrepancy by race or ethnicity and assisted with drill downs to analyze root causes. This activity was discontinued and revised due to new definition of significant discrepancy.	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) On an annual basis, notify PEAs that are flagged for significant discrepancy for race or ethnicity	Activities completed from 7/1/10 to 6/30/11. There were no PEAs flagged for significant discrepancy. This activity was discontinued and revised due to new definition of 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	Activities completed from 7/1/10 to 6/30/11. There were no PEAs flagged for significant discrepancy. This activity was discontinued and revised due to new definition of significant discrepancy.	7/1/10–6/30/13	ADE/ESS Directors ADE/ESS Program Specialists

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Correction of FFY 2009 Findings of Noncompliance

Arizona did not make any findings of noncompliance in FFY 2009 as a result of the review of policies, procedures, and practices required by 34 CFR 300.170 (b).

Actions Taken if Noncompliance Not Corrected

Arizona did not make any findings of noncompliance in FFY 2009.

Verification of Correction (either timely or subsequent)

Arizona did not make any findings of noncompliance in FFY 2009.

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are revised improvement activities 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

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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.

Indicator 5A, 5B, and 5C — Target Data for FFY 2010

FFY	Measurable and Rigorous Targets		
2010	Indicator 5A ≥ 80%	Indicator 5B < 40%	Indicator 5C Separate
	54%	14.5%	1.7%

Indicator 5A, 5B, and 5C — Actual Target Data for FFY 2010

	Indicator 5A ≥ 80%	Indicator 5B < 40%	Indicator 5C Separate
# of children	66,434	16,457	2,895
% of children	**60%**	**14.8%**	**2.6%**
# of students aged 6–21 with IEPs	111,060		

Arizona exceeded the target for Indicator 5A.
Arizona did not meet the target for Indicator 5B.
Arizona did not meet the target for Indicator 5C.

<u>Data</u>

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Data Source

The data were collected through the October 1, 2010, Child Count report and are the same as the State's data reported under section 618, Table 3, Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because ESS collected, maintained, and reported the October 1, 2010, child count data and the February 1, 2011, placement data using internal edit checks. The State requires PEAs to assure their data is accurate and reliable by having them submit signed verification letters.

Explanation of Progress That Occurred for FFY 2010

Arizona exceeded the target for Indicator 5A, but did not meet the targets for Indicators 5B and 5C. Progress was made from FFY 2009 on Indicator 5A, from 58.6% to 59.8%. Slight slippage occurred on Indicator 5B, from 14.6% to 14.8%. Slight progress was made on Indicator 5C, from 2.65% to 2.61%.

The ADE/ESS continued to sponsor the AHAA Institute (Arizona High Achievement for All) during FFY 2010. The Institute is designed for schools having data that does not meet State targets for Indicator 5. During a two-year time span, AHAA offers various sessions to school teams, which are composed of building principals, special education teachers, general education teachers, and two other members of a school's choice. Each school receives a capacity building grant to support its participation in the Institute.

The data generated by the schools with AHAA teams showed that the trainings and activities made positive changes for students with IEPs. There was a decrease in the number of students placed in separate settings; a decrease in suspension/expulsion rates; and a decrease in office referrals (see the improvement activities below).

The AHAA presenter and Exceptional Student Services emphasized accountability through data collection and reporting. An Implementation Portfolio completed by the teams ensures that participants implement the new strategies learned at the Institute with fidelity.

In addition to the AHAA Institute, the ADE/ESS program specialists review least restrictive environment (LRE) data with school administrators at each PEA in the State on an annual basis. If a PEA's data does not meet State targets for LRE, then the concern is discussed with the administrator. If a PEA is in Year 4 of the monitoring cycle, then a self assessment in this area may be one of the monitoring activities.

Discussion of Improvement Activities Completed for FFY 2010

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 in placing students	a) Collect ending data on suspensions/expulsions for all students and students with disabilities for Siete Year 1 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the nine teams in AHAA Siete submitted data on suspensions/expulsions.	9/1/08–6/30/10	Comprehensive System of Personnel Development (CSPD) Staff

with disabilities in the least restrictive environment				School Principals
	b) Collect ending data on office referrals for all students and students with disabilities for Siete Year 1 teams	Activities completed from 9/1/09 to 6/30/10. 100% of the nine teams in AHAA Siete submitted data on office referrals.	9/1/08–6/30/10	CSPD Staff School Principals
	c) Analyze and report aggregated and disaggregated 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 for Siete Year 1 teams by 6/30/11	Activities completed from 7/1/10 to 6/30/11. The following data express percentages of Year 1 teams* that decreased suspension/expulsion rates, office referrals, and students placed in separate settings (students with IEPs): • 36% decreased in-school suspensions • 90% decreased out-of-school suspensions • 40% decreased suspensions > 10 days and 50% maintained zero suspensions > 10 days** • 100% maintained zero expulsions • 27% decreased office referrals with one school showing no change • 16% decreased the number of students going to a separate setting • 75% of schools maintained zero placement of students in separate settings from 2009-2010 to 2010-2011 *One team did not maintain data for students with IEPs **One team did not collect data for suspensions > 10 days for students with IEPs The following express percentages of Year 1 teams that decreased	9/1/08–6/30/11	CSPD Staff School Teams

		suspension/expulsion rates, office referrals, and students placed in separate settings (general education students): • 41% decreased in-school suspensions • 90% decreased out-of-school suspensions • 54%* decreased suspensions > 10 days and 27% maintained zero suspensions > 10 days • 8% decreased expulsions with 75% maintaining zero expulsions • 41% decreased office referrals • 83% of schools maintained zero placement of students in separate settings from 2009–2010 to 2010–2011 • 8% of schools decreased the number of students going to separate settings *One team did not maintain the data		
	d) All Siete Year 1 school teams will complete Team Implementation Portfolios by 6/30/11 to document continuous, on-site team activities to train staff with AHAA materials, implement differential reinforcement (check in/check out), and plan accommodations for diverse learners, including students with IEPs.	Activities completed from 7/1/10 to 6/30/11. Each Year 1 team has a Team Implementation Portfolio that includes: • Documentation of staff development with analysis by the team providing reflection on content, presentation, and evaluation • Charts of monthly behavior data along with the team's reflection on progress and areas of need • Documentation of team meetings in which teams analyzed data, planned trainings, and planned for differentiated implementation of interventions for both students with IEPs and general education students • Constructive comments obtained during the subsequent training session • Review of all activities that	10/7/09–6/30/11	CSPD Staff School Teams AHAA Director

		assisted with support and guidance for both general education students and students with IEPs • Training content, which was differentiated by the presenter to address elementary, middle school, and high school teams • Materials that serve as resources for future activities, planning, and problem solving • Training content that includes strategies such as: ○ Check in/Check out ○ 10 Grid ○ Proactive Classroom Management ○ I Do, You Do, We Do		
2) Arizona High Achievement for All (AHAA) Year 2 Seis schools will complete all tasks to improve decision making involving placing students with disabilities in the least restrictive environment	a) Collect ending data on suspensions/expulsions for all students and students with disabilities for Seis Year 2 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the seven teams in AHAA Seis submitted data on suspensions/expulsions.	9/1/08–6/30/10	CSPD Staff School Principals
	b) Collect ending data on office referrals for all students and students with disabilities for Seis Year 2 teams by 6/30/10	Activities completed from 9/1/09 to 6/30/10. 100% of the seven teams in AHAA Seis submitted data on office referrals.	9/1/08–6/30/10	CSPD Staff School Principals
	c) Analyze and report aggregated and disaggregated 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 by 6/30/11	Activities completed from 7/1/10 to 6/30/11. The following data express percentages of Year 2 teams* that decreased suspension/expulsion rates, office referrals, and students placed in separate settings (students with IEPs): • 28% decreased in-school suspensions with one school showing no change • 57% decreased out-of-school suspensions • 28% decreased suspensions > 10 days with four schools maintaining zero	9/1/08–6/30/11	CSPD Staff School Teams

		suspensions > 10 days • 100% maintained zero expulsions • 57% decreased office referrals • 42% decreased number of students going to separate settings • 42% of schools maintained zero placement of students in separate settings from 2009–2010 to 2010–2011 *One team was not included because data was collected for a partial year The following data express percentages of Year 2 teams that decreased suspension/expulsion rates, office referrals, and students placed in separate settings (general education students): • 28% decreased in-school suspensions • 85% decreased out-of-school suspensions • 42% decreased suspensions > 10 days and 42% maintained zero suspensions > than 10 day • 28% decreased expulsions and 71% maintained zero expulsions • 57% decreased office referrals • 28% of school decreased number of students going to separate settings • 71% of schools maintained zero placement of students in separate settings from 2009–2010 to 2010–2011 *One team was not included because data was collected for a partial year		
	d) All school teams will complete Team Implementation Portfolios by 6/30/11 to document continuous, on-site team activities to train	Activities completed from 7/1/10 to 6/30/11. Each Year 2 team has a Team Implementation Portfolio that includes: • Documentation of staff	10/7/09–6/30/11	CSPD Staff School Teams AHAA Director

	staff with AHAA materials, implement differential reinforcement (check in/check out), and plan accommodations for diverse learners, including students with IEPs.	development with analysis by the team providing reflection on content, presentation, and evaluation • Charts of monthly behavior data along with the team's reflection of progress and areas of need • Documentation of team meetings in which teams analyzed data, planned trainings, and planned for differentiated implementation of interventions for both students with IEPs and general education students • Constructive comments obtained during the subsequent training session • Review of all activities that assisted with support and guidance for both general education students and students with IEPs • Training content, which was differentiated by the presenter to address elementary, middle school, and high school teams • Materials that serve as a resource for future activities, planning, and problem solving • Training content that includes strategies such as: ○ Check in/Check out ○ 10 Grid ○ Proactive Classroom Management ○ I Do, You Do, We Do ○ Pathway Charting ○ Classroom Environmental Observation ○ Behavior Support Plan Development		
3) Conduct interviews with special education directors and site administrators about available service delivery models and LRE data as a	a) Gather data from interview responses and supporting documentation of placement decisions and service delivery models for students with IEPs	Activity completed 6/1/11. Interviews were conducted with special education and site administrators during all on-site monitorings to discuss service delivery models. Results of the interviews and the supporting documentation will be analyzed.	10/1/10–6/30/11	ADE/ESS Directors and Specialists

component of all on-site monitorings (documentation requires individualized decision-making process for placement).	b) Revise interview questions and documentation requirements based on results related to LRE targets		7/1/11–6/30/12	ADE/ESS Directors and Specialists
	c) Conduct revised interviews and gather supporting documentation		7/1/12–6/30/13	ADE/ESS Directors and Specialists

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following is a new improvement activity designed to affect decision-making abilities by PEA teams pertaining to least restrictive environments.

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 general education settings	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		7/1/11–6/30/13	CSPD Staff Team Training Materials School Administrator General Education Teacher(s) Special Education Teacher(s)

	autism			
	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

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Monitoring Priority: FAPE in the LRE

Indicator 6: Preschool LRE

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.

NOTE

- The Arizona Part B FFY 2009 SPP/APR Response Table says that the State is not required to report on this Indicator in the FFY 2010 APR, due February 1, 2012.

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Monitoring Priority: FAPE in the LRE

Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

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

Measurement

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.

Target Data for FFY 2010

Measurable and Rigorous Targets			
FFY 2010	**Positive Social-Emotional Skills**	**Acquiring and Using Knowledge and Skills**	**Taking Appropriate Action to Meet Needs**
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.	76.38%	68.97%	77.45%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.80%	47.86%	57.90%

Actual Target Data for Preschool Children Exiting in FFY 2010

FFY 2010	Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
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.	**79.76%**	**72.60%**	**80.16%**
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	**69.98%**	**60.41%**	**69.74%**

Six of the six targets were met.

Table 7.1 Number and Percentage of Children in Each Progress Category and Summary Statement Calculations for Preschool Children Exiting in FFY 2010

FFY 2010	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	75	2.26%	99	2.98%	84	2.53%
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	347	10.44%	564	16.97%	325	9.78%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	576	17.33%	653	19.65%	597	17.96%

d. Children who improved functioning to reach a level comparable to same-aged peers	1,087	32.70%	1,104	33.21%	1,056	31.77%
e. Children who maintained functioning at a level comparable to same-aged peers	1,239	37.27%	904	27.20%	1,262	37.97%
Total	3,324	100.0%	3,324	100.0%	3,324	100.0%
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.		**79.76%**		**72.60%**		**80.16%**
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		**69.98%**		**60.41%**		**69.74%**

Table 7.1 (above) shows the number and percentage of children in each progress category as well as the results of the summary statement calculations.

Table 7.2 Summary Statements Showing Results Over Time

	Positive Social-Emotional Skills			**Acquiring and Using Knowledge and Skills**			**Taking Appropriate Action to Meet Needs**		
FFY	**2008-09**	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Number of Children	3,334	3,284	3,324	3,334	3,284	3,324	3,334	3,284	3,324
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%	81.39%	79.76%	68.47%	75.54%	72.60%	76.95%	82.02%	80.16%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	59.30%	70.13%	69.98%	47.36%	61.85%	60.41%	57.50%	69.76%	69.74%

Table 7.2 (above) compares the baseline data established in FFY 2008 to the results for FFY 2009 and FFY 2010.

Data

Data Source

PEAs report assessment data using a Web-based data collection system that is integrated with the ADE Student Accountability Information System (SAIS). Biannual data are collected from all programs providing special education services for preschool children. Sampling is not used for this indicator as all preschool children with disabilities have their entry status and exit status assessed.

Instruments

All early childhood programs must select and administer one assessment tool from an Arizona State Board of Education-approved menu of four ongoing progress monitoring assessments:

1) Child Observation Record (High/Scope Educational Research Foundation, Ypsilanti, MI)

2) Creative Curriculum Developmental Continuum for Ages 3–5 (Teaching Strategies, Inc., Washington, DC)
3) Galileo Preschool Online Educational Management System (Assessment Technology, Incorporated, Tucson, AZ)
4) Work Sampling System (Pearson Learning Group, Parsippany, NJ)

Training on selected instruments and fidelity regarding assessment documentation was provided to Arizona programs by the specific instrument publishing companies in summer and fall 2006. Ongoing technical assistance for SAIS, including the early childhood assessment component, is provided by ADE's IT Division. The Arizona Department of Education/Early Childhood Education (ADE/ECE) trains PEAs on a continual basis regarding the use of the assessments as progress monitoring tools to drive instruction and program improvement.

Data Analysis

Outcome data analysis was provided by Dr. Susan Wagner, president of Data Driven Enterprises, utilizing extrapolation of raw assessment data from SAIS. Prior to FFY 2008, "comparable to same-aged peers" was defined as a score that is equal to or greater than the score obtained by 50% of the typical preschool children evaluated during the same time frame using the same instruments. However, ADE determined that this standard of performance is too stringent because students who score below a 50th percentile score also are typically defined as "at age level." In fact, the Early Childhood Outcomes (ECO) Center recommends that "comparable to same-aged peers" be defined at the 10th percentile score for a given assessment (www.isbe.net/earlychi/pdf/ECO_recommendation.pdf*)*.

Because the ADE did not capture standard scores or percentile scores for these assessments, the ADE considered a conceptual definition of "comparable to same-aged peers" that would be roughly equated to a 10th to 15th percentile score. In addition, slight statistical modifications in the scores were made in order to equate the results across the four assessments. This definition for "comparable to same-aged peers" has been consistent since FFY 2008. Note that in FFY 2010, the ADE selected one assessment (Teaching Strategies GOLD) that all preschools will use to measure student progress in these three outcome areas. This will allow "comparable to same-aged peers" to be tied to a standard score and a percentile score. Results from the one assessment will be reported for the first time in the FFY 2011 APR.

Valid and Reliable Data

In addition to offering professional development and incorporating a review of a PEA's assessment system into monitoring visits, the Arizona Department of Education/Early Childhood Special Education (ADE/ECSE) assures the validity and reliability of the Early Childhood Outcomes (ECO) data by conducting systematic checks of the database by cross referencing child count data with districts' submission of assessment data.

Explanation of Slippage That Occurred for FFY 2010

All six targets were met, but scores decreased by small percentages in all areas from FFY 2009 to FFY 2010. However, for each of the three outcomes areas, more than 72% of exiting children increased their rate of growth by the time they exited. Further, for each of the three outcome areas, over 60% of exiting children were functioning at a level comparable to same-aged peers at the time they exited.

The decrease in scores from FFY 2009 to FFY 2010 may be attributed to the continual refinement of the assessment process as implemented by districts. ADE anticipated a fluctuation in scores as district staffs increased their professional knowledge and experience in conducting child assessment using the four State-approved instruments.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Discussion of Improvement Activities Completed for FFY 2010

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	Activities completed from 7/1/10 to 6/30/11. ADE Information Technology is working with Early Childhood Special Education and Teaching Strategies to determine data requirements and processes for importing State-level data to ADE Student Accountability and Information System.	7/1/10–6/30/12	ADE/ECSE Director and Specialist ADE IT
	b) Provide regional trainings on the use of Teaching Strategies GOLD	Activities completed from 7/1/10 to 6/30/11. Twenty-one trainings reaching over 400 early childhood educators and administrators were held in various regions throughout Arizona.	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 Early Childhood Quality Improvement Practices Process (ECQUIP) process and upon request of districts	Activities completed from 7/1/10 to 6/30/11 Twenty-two trainings pertaining to ongoing progress monitoring were provided to districts statewide.	7/1/10–6/30/13	ADE/ECSE Director and Specialist
3) Increase the percentage of PEAs that collect and report timely preschool assessment data	a) Crosscheck child count data with district preschool assessment data	Activities completed from 7/1/10 to 6/30/11. Child count data was crosschecked with district preschool assessment data—34 districts needed to submit assessment data.	7/1/10–6/30/13	ADE/ECSE Director and Specialist
	b) Notify districts if preschool assessment data are not submitted	Activities completed from 7/1/10 to 6/30/11.	7/1/10–6/30/13	ADE/ECSE Director and

	on time	Thirty-four districts received notification about submitting data within timelines. All 34 districts submitted and implemented improvement plans within one year.		Specialist

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
The State must report progress data and actual target data for FFY 2010 with the FFY 2010 APR.	In the FFY 2010 APR, Arizona reported progress data and actual target data for Indicator 7 for FFY 2010.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are new improvement activities related to Teaching Strategies GOLD (new preschool assessment) 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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	50%

Actual Target Data for FFY 2010

# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	total # of respondent parents of children with disabilities	Actual Target Data for FFY 2010
1,609	2,821	**57%**
1,609 ÷ 2,821 ∗ 100 = 0.57 = 57%		

Arizona exceeded the target.

Data

Data Source

The data are taken from the Arizona Parent Involvement Survey. Arizona uses a 25-question parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The survey is the same survey as used for past years and has not been revised.

Data Description

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The Arizona Parent Involvement 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 in large font in both languages. 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.

Sampling Procedures

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) that had < 10% response rate in the prior survey year.

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. Thus, within the cohort, a census of parents is given the opportunity to complete the survey. ADE/ESS ensures all newly opened PEAs (typically, charter schools) are included in a cohort and administer the parent 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.

Valid and Reliable Data

Arizona ensures the data are valid and reliable by offering extensive ongoing technical assistance to PEAs. Initial survey instructions detail the steps that PEAs must follow to distribute survey instructions and confidential User IDs/Passwords to all parents who have a child with a disability. PEAs are given surplus User IDs/Passwords to have ready for transfer students. PEAs also receive guidance on how to maximize their parental response and involvement rates as demonstrated in the improvement activities.

Table 8.1 Comparison of Parent Responses by Race / Ethnicity to State Special Education Population

Race / Ethnicity of Child of Parent Respondent	# of Responses	% of Responses	# of Special Education Population (Child Count)	% of Special Education Population (Child Count)
American Indian/Alaskan Native	142	**5.23%**	8,503	**6.76%**
Asian/Pacific Islander	37	**1.36%**	2,000	**1.59%**
Black/African-American	166	**6.11%**	8,365	**6.65%**
Hispanic/Latino	1,151	**42.38%**	50,887	**40.45%**
White/Caucasian	1,086	**39.99%**	54,099	**43.00%**

Multi-racial	134	**4.93%**	1,962	**1.56%**
Total	2,716		125,816	

Note: 105 respondents did not indicate the race/ethnicity of their child.

Table 8.1 shows the response rate by race/ethnicity is in alignment with the race/ethnicity of children in special education in Arizona for all racial/ethnic populations. In FFY 2009, the response rate from Asian parents (1.48%) was lower than State special education population data for the same ethnic group (7.17%). The rise in the response rate for this group in FFY 2010 may be attributed to efforts of the Parent Information Network (PIN) specialists to boost parent participation as part of Improvement Activity #1.

Table 8.2 Comparison of Parent Responses by Child Age Group to State Special Education Population

Child Age Group	# of Responses	% of Responses	# of Special Education Population (Child Count)	% of Special Education Population (Child Count)
Ages 3–5	378	**14.09%**	14,756	**11.73%**
Ages 6–13	1,632	**60.83%**	72,556	**57.67%**
Ages 14–22	673	**25.08%**	38,504	**30.60%**
Total	2,683		125,816	

Note: 138 respondents did not indicate the age of their child.

Table 8.2 shows the parents of students ages 3–13 are slightly more likely to respond than parents of students ages 14–22. It should be noted that responses for the 14–22 age group increased from 17.01% (30.07% of special education population) in FFY 2009 to 25.08% (30.60% of special education population) in FFY 2010. Involvement of parents of students ages 14–22 will be monitored during the next year and targeted through appropriate action steps.

Explanation of Slippage That Occurred for FFY 2010

Arizona exceeded the target for FFY 2010; however, there was a decrease in the percentage of parents reporting that schools facilitated parent involvement as a means of improving services (from 85% in FFY 2009 to 57% in FFY 2010). This change may be attributed to the framework of participating PEAs in FFY 2009, which was a different cohort compared to the group that completed the survey in FFY 2010 and included many newly opened charter schools. Only PEAs with a student population greater than 50,000 and schools repeating the survey as a result of a less than 10% response rate in the prior survey year were participants in both survey years.

Although there was slippage, the Parent Information Network (PIN) specialists and ESS program specialists were in regular contact with participating PEAs, as noted in the improvement activities. They offered free consultation, training, print and electronic special education resources, and toll-free

assistance to families and schools throughout Arizona. Analysis of the requests for assistance during FFY 2010 shows an increase in the use of PIN services by educators and families.

Discussion of Improvement Activities Completed for FFY 2010

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Completed	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 participating PEAs of effective communication strategies with families about the importance of survey feedback via bi-monthly phone, e-mail, and/or on-site consultation	Activities completed from 7/1/10 to 6/30/11. PIN specialists and ESS program specialists provided approximately 2,400 combined phone, e-mail, and on-site contacts with PEAs.	9/1/08–6/30/11	ADE/ESS PIN Coordinator and 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	Activities completed from 7/1/10 to 6/30/11. 138 workshops and events were held to explain or demonstrate the survey to parents and educators (approximately 2,212 attendees). 10 monthly response rate tallies were e-mailed to participating PEAs, PIN specialists, and ESS program specialists.	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists Arizona Parent Involvement Survey data collection system ADE/ESS Parent Survey public awareness Web site (http://www.azed.gov/special-education/deputy-associate-superintendent/arizona-parent-involvement-survey/)
	c) Develop and distribute public awareness announcements promoting the parent survey to agencies and organizations that serve families	Activities completed from 7/1/10 to 6/30/11. A parent survey announcement was e-mailed to 58 Enhancing Arizona's Parent Networks (EAPN) groups. A feature article in the winter/spring edition of the PIN newsletter, *Network News,*	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists Enhancing Arizona's Parent Networks

		reported the importance of the survey, gave directions for parents to complete the survey, and listed participating PEAs. The newsletter was direct mailed and e-mailed to 3,734 families and agencies; posted on the PIN Web site at http://www.azed.gov/special-education/deputy-associate-superintendent/parent-information-network/ and e-mailed to PEAs and EAPN members to forward to families and staff.		
	d) Review existing technical assistance documents and/or participate in Indicator 8 technical assistance activities to augment the Arizona Parent Involvement Survey process	Activities completed from 7/1/010 to 6/30/11. Annual review and revision of documents was completed by PIN coordinator and the ESS IT specialist.	9/1/08–6/30/11	ADE/ESS PIN Coordinator Mountain Plains Regional Resource Center (MPRRC) Web site and teleconferences Parent Technical Assistance Center Network (http://www.parentcenternetwork.org/national/aboutus.html)
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	Activities completed from 7/1/10 to 6/30/11. Annual review and revision of curricula and supporting documents was completed by PIN coordinator and PIN specialists.	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists Parent Technical Assistance Center Network National Dissemination Center for Children with Disabilities (www.nichy.org)
	b) Use the PIN Clearinghouse—a repository of printed	Activities completed from 7/1/10 to 6/30/11.	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists

	and Web-based special education resources and training tools—to inform families about the special education process and opportunities for their involvement	PIN Clearinghouse resources were distributed at trainings, exhibits, and consultations. Resources were also distributed via e-mail and were available on the PIN Web site.		ADE/ESS PIN Clearinghouse (http://www.azed.gov/special-education/deputy-associate-superintendent/documents/)
	c) Collaborate with the Arizona Parent Training and Information Center (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	Activities completed from 7/1/10 to 6/30/11. Bimonthly announcements were e-mailed to the Arizona Parent Training and Information Center (PTI) and other EAPN members promoting parent activities and/or soliciting events for the EAPN training calendar. 145 events and trainings were posted on the EAPN training calendar.	9/1/08-6/30/11	ADE/ESS PIN Coordinator and PIN Specialists Raising Special Kids Enhancing Arizona's Parent Networks
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	Activities completed from 7/1/10 to 6/30/11. PIN specialists and ESS program specialists conducted approximately 250 consultations.	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists ADE/ESS Program Specialists Arizona Parent Involvement Survey database system
	b) Develop and implement staff and/or parental consultation, training, and/or distribution of resources to improve PEA parent involvement initiatives	Activities completed from 7/1/10 to 6/30/11. The annual review and revision of curricula and supporting documents was completed by the PIN coordinator and PIN specialists in order to conduct parent involvement training and activities. PIN Clearinghouse	9/1/08–6/30/11	ADE/ESS PIN Coordinator and PIN Specialists

		documents are available in print, on CD, and in down-loadable format at http://www.azed.gov/special-education/deputy-associate-superintendent/documents/. PIN specialists consulted and trained 9,232 individuals.		
4) Evaluate PEA's feedback of the parent involvement survey process as a means of improving survey 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 cycle	Activities completed from 7/1/10 to 6/30/11. All of Arizona's PEAs have completed the parent involvement survey. A survey tool will be administered during FFY 2011 to solicit special education directors' feedback about the survey process.	7/1/10–6/30/13	ADE/ESS PIN Coordinator and 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 involvement		7/1/11–6/30/13	ADE/ESS PIN Coordinator and PIN Specialists ADE/ESS Program Specialists
5) 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	Activities completed from 7/1/10 to 6/30/11. This activity is in development. Sample forms have been created, research-based documents have been collected, and effective projects have been identified.	7/1/10–6/30/13	ADE/ESS PIN Coordinator and 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 and PIN Specialists

Additional Information Required by the OSEP APR Response Table for This Indicator

Part B Arizona Annual Performance Report (APR) for FFY 2010

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Data

Data Source

The ADE/ESS collected the data from the PEAs through the October 1, 2010, Child Count report. The data are the same as the data collected and reported on Table 1, Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act, As Amended, for all children with disabilities aged 6–21 served under IDEA.

Note that the source of this data is from FFY 2010. The total number of PEAs in Arizona vary from year to year due to the number of charter schools that may open and close from year to year.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the October 1, 2010, child count data using internal edit checks. In addition, the State requires the PEAs to assure data accuracy and reliability by submitting a signed verification letter.

Definition of Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	Minimum n Size Target Racial/Ethnic Group	Minimum n Size Racial / Ethnic Groups in Special Education and Related Services
Under representation	≤ 0.30	30	30
Over representation	≥ 3.00	30	30

Methodology

The data were analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identified all racial/ethnic groups for all PEAs in the State. Data for both under representation and

over representation were examined. PEAs with a cell size of 30 or more students in the target racial/ethnic group and in the other racial/ethnic groups and that met the weighted risk ratio criteria for under representation and over representation were flagged for a review of policies, procedures, and practices by the State. PEAs with a lower cell size in the target groups were not flagged because false positives were identified as a function of the small number rather than as a result of noncompliant policies, procedures, and practices. Arizona included the total number of PEAs in the State (587) in the denominator. Of the 587 PEAs, 24 were eliminated from the analyses because a weighted risk ratio could not be calculated for any racial/ethnic group.

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

Arizona ensures that PEAs' policies, procedures, and practices are reviewed as required by 34 CFR §§ 300.173, 300.600(d)(3), and 300.602(a). The data are analyzed annually and PEAs may be 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 PEAs' 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 resubmit 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 resubmit the policies and procedures to the Exceptional Student Services for review and acceptance."

In addition, the PEAs that are flagged for disproportionate representation must submit their policies and procedures related to child find, evaluation, and eligibility to an ADE/ESS specialist for review.

Arizona's Review of PEAs' 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 assessments to validate the decisions made by the PEAs during the file reviews.

- Upon completion of the self assessments, 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 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 any 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 used 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 noncompliance, including child specific, through on-site visits and/or desk audits.
    - The ESS specialists ensure 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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	0%

Actual Target Data for FFY 2010

0%

Arizona met the target.

Part B Arizona Annual Performance Report (APR) for FFY 2010

PEAs with Disproportionate Representation of Racial and Ethnic Groups That Was the Result of Inappropriate Identification

Year	Total Number of PEAs*	Number of PEAs with Disproportionate Representation	Number of PEAs with Disproportionate Representation of Racial and Ethnic Groups That Was the Result of Inappropriate Identification	Percent of PEAs
FFY 2010 (2010–2011)	**587**	**1**	**0**	**0.00%**

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

PEAs with Disproportionate Representation of Racial and Ethnic Groups

Arizona identified one PEA with disproportionate representation of racial and ethnic groups in special education and related services.

PEAs with Disproportionate Representation of Racial and Ethnic Groups That Was the Result of Inappropriate Identification

Arizona identified zero PEAs with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification (0%).

Table 9.1 PEAs with Under Representation by Racial / Ethnic Group

Indicator 9 - Under Representation		
	# of PEAs flagged for under representation	# of PEAs found to have disproportionate representation (under representation) as a result of inappropriate identification
Hispanic/Latino of Any Race		
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White	1	0
Two or More Races		

As shown in Table 9.1, one PEA was flagged for under representation for one racial/ethnic group (White). It was determined that the PEA did not have disproportionate representation as a result of inappropriate identification.

Table 9.2 PEAs with Over Representation by Racial / Ethnic Group

Indicator 9 - Over Representation		
	# of PEAs flagged for over representation	# of PEAs found to have disproportionate representation (over representation) as a result of inappropriate identification
Hispanic/Latino of Any Race	1	0
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		

As shown in Table 9.2, one PEA was flagged for over representation for one racial/ethnic group (Hispanic). This is the same PEA that was flagged for under representation. It was determined that the PEA did not have disproportionate representation as a result of inappropriate identification.

The following describes the investigation of the policies, procedures, and practices of the one PEA:

- The charter school submitted special education policies and procedures that were 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. The ESS specialist reviewed the child find, evaluation, and eligibility policies and procedures during the PEA's self assessment and found them to be in compliance.

- The charter school was flagged for the first time during FFY 2010. The PEA conducted a self assessment of its practices. Validation of the PEA's decisions during the self assessment was done by the assigned ADE/ESS specialist during on-site visits. The practices of the PEA were found to be consistent with 34 CFR § 300.173 and § 300.600(d)(3). It was determined that the PEA did not have disproportionate representation as a result of inappropriate identification.

Arizona did not make any findings of noncompliance as a result of the review of child find, evaluation, and eligibility policies, procedures, and practices.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Explanation of Progress That Occurred for FFY 2010

Arizona's results of 0% for FFY 2010 are the same as for FFY 2009. The Exceptional Student Services division has placed importance on improving the child find and evaluation process in a number of ways. The ESS directors and specialists review the PEAs' data related to the SPP/APR Indicators annually. When a district or charter is identified as at risk for under representation or over representation, the ESS specialist notifies the PEA and offers information and support during a self-guided drill down. The monitoring process also helps the public schools to identify weaknesses with the child find and evaluation areas and to strengthen them through a comprehensive Corrective Action Plan. Additionally, the Parent Information Network Specialists (PINS) disseminate information to both parents and PEAs about child find requirements.

A session at the annual Directors Institute allowed participants to learn about the SPP/APR and meet with the SPP coordinator to ask questions. After the Institute, every PEA in the State received an individualized data profile electronically, which described three-year trend data and State results for all Indicators, including Indicator 9.

Discussion of Improvement Activities Completed for FFY 2010

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	Activities completed from 7/1/10 to 6/30/11. Data were reviewed by ESS directors and PEAs were flagged that were determined to be at risk for disproportionate representation for under and over representation.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists ADE Research and Evaluation
	b) On an annual basis, notify PEAs that are flagged as at risk for disproportionate representation	Activities completed from 7/1/10 to 6/30/11. ESS program specialists notified PEAs during on-site visits.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists
	c) On an annual basis, provide assessment tools and resources to PEAs that are flagged as at risk to conduct a root cause analysis	Activities completed from 7/1/10 to 6/30/11. ESS program specialists provided assessment tools and resources to PEAs flagged as at risk.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists
2) Provide support for PEAs that are flagged for disproportionate representation with a WRR ≤ 0.30 for under	a) On an annual basis, notify PEAs that are flagged for disproportionate representation	Activities completed from 7/1/10 to 6/30/11. ADE/ESS notified PEAs that were flagged as having disproportionate representation.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists

representation and a WRR ≥ 3.0 for over representation	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices	Activities completed from 7/1/10 to 6/30/11. During review of the PEAs' policies, procedures, and practices, ESS program specialists provided resources and technical assistance to all PEAs flagged as having disproportionate representation.	7/1/10–6/30/13	ADE/ESS Directors and 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 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 and Directors
	c) Develop new strategies to assist PEAs that are flagged with disproportionate representation		1/1/12–6/30/12	ADE/ESS Directors and Program Specialists
	d) Implement new strategies to assist PEAs that are flagged with disproportionate representation		7/1/12–6/30/13	ADE/ESS Directors and Program Specialists

Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 0%

Arizona did not make any findings of noncompliance in FFY 2009.

Actions Taken if Noncompliance Not Corrected

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Verification of Correction (either timely or subsequent)

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Specific Actions the State Took to Verify the Correction of Findings of Noncompliance Identified in FFY 2009

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Verification of Correction of Remaining FFY 2008 Findings

Not applicable.

Specific Actions the State Took to Verify the Correction of Findings of Noncompliance Identified in FFY 2008

Not applicable.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Data

Data Source

The ADE/ESS collected the data from the PEAs through the October 1, 2010, Child Count report. The data are the same as the data collected and reported on Table 1, Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act, As Amended, for all children with disabilities aged 6–21 served under IDEA.

Note that the source of this data is from FFY 2010. The total number of PEAs in Arizona vary from year to year due to the number of charter schools that may open and close from year to year.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the October 1, 2010, child count data using internal edit checks. In addition, the State requires the PEAs to assure data accuracy and reliability by submitting a signed verification letter.

Definition of Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	Minimum n Size Target Racial / Ethnic Group	Minimum n Size Racial / Ethnic Groups in Special Education and Related Services
Under representation	≤ 0.30	30	30
Over representation	≥ 3.00	30	30

Methodology

The data were analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identified all racial/ethnic groups and six disability categories for all PEAs in the State. Data for both

under representation and over representation were examined. PEAs with a cell size of 30 or more students in the target racial/ethnic group and in the other racial/ethnic groups and meeting the weighted risk ratio criteria for under representation and over representation were flagged for a review of policies, procedures, and practices by the State. PEAs with a lower cell size in the target groups were not flagged because false positives were identified as a function of the small number rather than as a result of noncompliant policies, procedures, and practices. Arizona included the total number of PEAs in the State (587) in the denominator. Of the 587 PEAs, 28 were eliminated from the analyses because a weighted risk ratio could not be calculated for any racial/ethnic group.

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

Arizona ensures that PEAs' policies, procedures, and practices are reviewed, as required by 34 CFR §§ 300.173, 300.600(d)(3), and 300.602(a). The data are analyzed annually and PEAs may be 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 PEAs' 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 resubmit 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 resubmit the policies and procedures to the Exceptional Student Services for review and acceptance."

In addition, the PEAs that are flagged for disproportionate representation must submit their policies and procedures related to child find, evaluation, and eligibility to an ADE/ESS specialist for review.

Arizona's Review of PEAs' 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 assessments to validate the decisions made by the PEAs during the file reviews.

- Upon completion of the self assessments, 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 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 any 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 used 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 noncompliance, including child specific, through on-site visits and/or desk audits.
    - The ESS specialists ensure 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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	0%

Actual Target Data for FFY 2010

0%

Arizona met the target.

Part B Arizona Annual Performance Report (APR) for FFY 2010

PEAs with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories That Was the Result of Inappropriate Identification

Year	Total Number of PEAs*	Number of PEAs with Disproportionate Representation	Number of PEAs with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories That Was the Result of Inappropriate Identification	Percent of PEAs
FFY 2010 (2010–2011)	**587**	**8**	**0**	**0.00%**

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

PEAs with Disproportionate Representation of Racial and Ethnic Groups

Arizona identified eight PEAs with disproportionate representation of racial and ethnic groups in specific disability categories.

PEAs with Disproportionate Representation of Racial and Ethnic Groups That Was the Result of Inappropriate Identification

Arizona identified zero PEAs with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification (0%).

Table 10.1 PEAs, and Cases, with Under Representation by Racial / Ethnic Group and Disability

Note: The cases give a duplicated count of PEAs.

Cases of Under Representation	Autism	Emotional Disturbance	Intellectual Disabilities	Other Health Impairments	Specific Learning Disability	Speech or Language Impairment
Hispanic/Latino of Any Race	2	5		1		
American Indian or Alaska Native						
Asian					2	
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						

Two or More Races						
# of PEAs flagged for under representation				8		
# of PEAs found to have disproportionate representation (under representation) as a result of inappropriate identification				0		

The following is a breakdown of Table 10.1:

- Eight PEAs were flagged for under representation due to a WRR of ≤ 0.30 for a total of 10 cases (i.e., 2 + 5 + 1 + 2 = 10).
- Six PEAs were flagged for one racial/ethnic group (Hispanic) for three different disability categories (A, ED, and OHI). This accounted for eight of the 10 cases.
- Two PEAs were flagged for one racial/ethnic (Asian) for one disability category (SLD). This accounted for two of the 10 cases.
- No PEAs were found to have disproportionate representation as a result of inappropriate identification.

The following describes the investigation of the policies, procedures, and practices of the eight PEAs:

- The eight PEAs flagged for under representation submitted special education policies and procedures that were 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. The ADE/ESS specialists reviewed the child find, evaluation, and eligibility policies and procedures during the PEAs' self assessments and found them to be in compliance.

- Eight PEAs were flagged for more than one consecutive year, and it was determined that the eight agencies did not have disproportionate representation as a result of inappropriate identification the prior year. In order to confirm this conclusion, the ADE/ESS specialists reviewed individual student files from FFY 2010 and the first few months of FFY 2011 and current monitoring data, where available. The practices of the PEAs were found to be consistent with 34 CFR § 300.173 and § 300.600(d)(3). It was determined that the eight PEAs did not have disproportionate representation as a result of inappropriate identification.

Table 10.2 PEAs, and Cases, with <u>Over</u> Representation by Racial / Ethnic Group and Disability

Note: The cases give a duplicated count of PEAs.

Cases of Over Representation	Autism	Emotional Disturbance	Intellectual Disabilities	Other Health Impairments	Specific Learning Disability	Speech or Language Impairment
Hispanic/Latino of Any Race						
American Indian or Alaska Native						

Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	1	1				
Two or More Races						
# of PEAs flagged for over representation				1		
# of PEAs found to have disproportionate representation (over representation) as a result of inappropriate identification				0		

The following is a breakdown of Table 10.2:

- One PEA was flagged for over representation due to a WRR of 3.0 or above for a total of two cases (i.e., 1 + 1 = 2).
- The one PEA was flagged for one racial/ethnic group (White) for two different disability categories (A and ED). This accounted for the two cases.
- No PEAs were found to have disproportionate representation as a result of inappropriate identification.

The following describes the investigation of the policies, procedures, and practices of the one PEA:

- The one PEA flagged for over representation submitted special education policies and procedures that were 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. The ADE/ESS specialists reviewed the child find, evaluation, and eligibility policies and procedures during the PEA's self assessment and found them to be in compliance.

- The one PEA was flagged for more than one consecutive year, and it was determined that the agency did not have disproportionate representation as a result of inappropriate identification the prior year. In order to confirm this conclusion, the ADE/ESS specialists reviewed individual student files from FFY 2010 and the first few months of FFY 2011 and current monitoring data, where available. The practices of the PEA were found to be consistent with 34 CFR § 300.173 and § 300.600(d)(3). It was determined that the PEA did not have disproportionate representation as a result of inappropriate identification.

Summary of Table 10.1 and Table 10.2

- One PEA was flagged for both under representation and over representation with four cases, and one PEA was flagged for under representation with two cases, with a duplicated count of 12 PEAs flagged.

- An unduplicated count gives a total of eight PEAs flagged for under representation and/or over representation. The eight PEAs involved a total of 12 cases.

Explanation of Progress That Occurred for FFY 2010

The results are the same this federal fiscal year (0%) as they were for FFY 2009. The Exceptional Student Services division has placed importance on improving the child find and evaluation process in a number of ways. The ESS directors and specialists review the PEAs' data related to the SPP/APR Indicators annually. When a district or charter is identified as at risk for under representation or over representation, the ESS specialist notifies the PEA and offers information and support during a self-guided drill down. The monitoring process also helps the public schools to identify weaknesses with the child find and evaluation areas and to strengthen them through a comprehensive Corrective Action Plan. Additionally, the Parent Information Network specialists (PINS) disseminate information to both parents and PEAs about child find requirements.

A session at the annual Directors Institute allowed participants to learn about the SPP/APR and meet with the SPP coordinator to ask questions. After the Institute, every PEA in the State received an individualized data profile electronically, which described three-year trend data and State results for all Indicators, including Indicator 10.

Discussion of Improvement Activities Completed for FFY 2010

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) On an annual basis, analyze data to flag PEAs that are at risk for disproportionate representation	Activities completed from 7/1/10 to 6/30/11. Data were reviewed by ESS directors and PEAs were flagged that were determined to be at risk for disproportionate representation for under and over representation.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists ADE Research and Evaluation
	b) On an annual basis, notify PEAs that are flagged as at risk for disproportionate representation	Activities completed from 7/1/10 to 6/30/11. ESS program specialists notified PEAs during on-site visits.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists
	c) On an annual basis, provide assessment tools and resources to PEAs that are flagged as at risk to conduct a root cause analysis	Activities completed from 7/1/10 to 6/30/11. ESS program specialists provided assessment tools and resources to PEAs flagged as at risk.	7/1/10–6/30/13	ADE/ESS Directors and Program Specialists
2) Provide support for PEAs that are flagged for disproportionate	a) On an annual basis, notify PEAs that are flagged for disproportionate	Activities completed from 7/1/10 to 6/30/11. ADE/ESS notified PEAs that	7/1/10–6/30/13	ADE/ESS Directors and Program

representation with a WRR ≤ 0.30 for under representation and a WRR ≥ 3.0 for over representation	representation	were flagged as having disproportionate representation.		Specialists
	b) Provide technical assistance to PEA staff during their review of policies, procedures, and practices	Activities completed from 7/1/10 to 6/30/11. During review of the PEAs' policies, procedures, and practices, ESS program specialists provided resources and technical assistance to all PEAs flagged as having disproportionate representation.	7/1/10–6/30/13	ADE/ESS Directors and 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 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 and Directors
	c) Develop new strategies to assist PEAs that are flagged with disproportionate representation		1/1/12–6/30/12	ADE/ESS Directors and Program Specialists
	d) Implement new strategies to assist PEAs that are flagged with disproportionate representation		7/1/12–6/30/13	ADE/ESS Directors and Program Specialists

Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this Indicator: 0%

Arizona did not make any findings of noncompliance in FFY 2009.

Actions Taken if Noncompliance Not Corrected

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Verification of Correction (either timely or subsequent)

Part B Arizona Annual Performance Report (APR) for FFY 2010

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Specific Actions the State Took to Verify the Correction of Findings of Noncompliance Identified in FFY 2009

Not applicable. Arizona did not make any findings of noncompliance in FFY 2009.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Verification of Correction of Remaining FFY 2008 Findings

Not applicable.

Specific Actions the State Took to Verify the Correction of Findings of Noncompliance Identified in FFY 2008

Not applicable.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010

97%

Arizona did not meet the target.

<u>Data</u>

Data Source

The data for Indicator 11 are from the Arizona monitoring system. A public education agency (PEA) is selected for monitoring each fiscal year based on the results of a review of the agency's data, including data from the SPP/APR, dispute resolution results, audit findings, and annual determinations. While Arizona has maintained a six-year monitoring cycle with assigned activities always occurring in Year 4, a PEA's monitoring schedule can be adjusted and Year 4 monitoring activities can occur when the data reviews indicate systemic issues.

Data Collection

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

- Data Review — PEAs review student files focusing on Indicator 11. 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 11. The PEAs also focus on identified SPP/APR Indicators in which agency results 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 review student files, collect data through surveys and interviews, and collect data for Indicator 11. The ADE/ESS staff inputs data.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data as it is collected, maintained, and reported through the State monitoring system. Training is provided to all ESS program specialists who monitor to ensure interrater reliability on compliance calls that are based on regulatory requirements. The ADE/ESS staff conducts trainings for PEA staff who will participate in monitorings. The ESS specialists validate and verify the data through on-site visits or desk audits.

Evaluation Timeline

Arizona has established a 60-day timeline for initial evaluations. The Arizona Administrative Code (AAC) R7-2-401 (E) (3) states that the initial evaluation shall not exceed 60 calendar days from receipt of informed written consent. However, the 60-day evaluation period may be extended for an additional 30 days if it is in the best interests of the child and the parents and the public education agency agree in writing to do so (AAC R7-2-401 (E) (4)).

Definition of Finding for Monitoring for FFY 2010

During FFY 2010, a finding for Indicator 11 was issued when the line item for the evaluation timeline was found to be noncompliant. The finding was a written notification to the PEA by the State that the line item was noncompliant, and the finding included a description of a Federal or State statute or regulation. The source of information on which to base a finding of noncompliance was an individual student file.

Children Evaluated Within 60 Days (or State-established timeline)

a. Number of children for whom parental consent to evaluate was received	**726**
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	**701**
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State-established timeline) (Percent = [(b) divided by (a)] times 100)	**97%**

Children Included in a (above) and Not Included in b (above)

FFY 2010 Noncompliance

# findings by incidence of noncompliance	# of findings by incidence corrected prior to one-year timeline as of 1/15/12
25	19

Arizona made 25 findings of noncompliance in FFY 2010. Although the PEAs have one year to correct the noncompliance, 19 findings have been corrected as of January 15, 2012. Correction of the remaining noncompliance will be reported in the FFY 2011 APR.

Range of Days beyond the Timeline and Reasons for the Delays

Table 11.1 Range of Days beyond Timeline

Range of days	1–423
Mean	55.8
Median	15.5
Mode	1

The 423 days beyond the 60-day timeline occurred at a charter school. The team met within the 60-day timeline to review the existing data, but a decision was not made about the student's eligibility. The special education administrator resigned from the charter school, and the team did not reconvene to determine the student's eligibility. However, the evaluation was completed after the file was reviewed by the ADE/ESS specialist during an on-site visit. The ADE/ESS verified the correction of the child specific noncompliance and verified that a new strategy was developed to ensure compliance with the 60-day evaluation timelines. During follow-up visits to ensure sustainability, the ESS specialist verified that new evaluations are being done within the timeline.

Table 11.2 Reasons Given for Delays

Lack of understanding of evaluation process	7
Lack of an adequate timeline tracking system	7
Miscalculation of 60-day timeline	4
Unavailability of required personnel (parent, general education teacher, etc.)	3
Interruption in school calendar	2
Shortage of evaluators	2

Explanation of Progress That Occurred for FFY 2010

Part B Arizona Annual Performance Report (APR) for FFY 2010

Progress occurred during the past federal fiscal year with a gain of one percentage point, from 96% in FFY 2009 to 97% in FFY 2010. The Exceptional Student Services (ESS) Division has continued to emphasize the importance of this 100% compliance indicator to the PEAs at statewide conferences, trainings, and on-site visits.

In addition, the monitoring system entails an annual comprehensive review of data elements, including Indicator 11. Each February, the ESS directors and program specialists examine the APR data and other information for all the PEAs in the State. Following these daylong meetings, the specialists visit their assigned PEAs to discuss each agency's results, the SPP/APR targets, and strategies to achieve compliance and improve results. The specialists explain the 60-day timeline requirement, disseminate a flier with information and relevant citations, provide a tracking spreadsheet for agency use, and distribute a laminated 60-day calendar chart.

The specialists provide ongoing technical assistance throughout the year during on-site visits to review files and to teach school personnel how to review and analyze their own student files. These site visits and follow-up by the ADE/ESS specialists continue to focus on Indicator 11.

The first site visit of the school year must be completed by the end of the second quarter of the school year, and the specialist must enter the information into the tracking log within seven calendar days of the visit. This site visit includes informing the staff about the requirements of IDEA regarding evaluation timelines. School staff is asked to analyze their system for tracking timelines and examining files. When a PEA does not have systems in place, a second site visit is conducted by the beginning of the fourth quarter of the school year. The PEAs that continue to have difficulty with following evaluation timelines receive more technical assistance from the assigned specialist. Further analysis of the reasons is completed, and systemic changes are suggested by the ESS specialists to improve adherence to the timeline.

Discussion of Improvement Activities Completed for FFY 2010

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	Activities completed.	5/1/08–12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system	Activities completed.	1/1/10–6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test	Activities completed 7/1/10. The ADE/ESS monitoring team revised the monitoring system based on the field test.	7/1/10–9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implement fully revised system and process	Activities completed 10/1/10. The revised monitoring	10/1/10	ADE/ESS Monitoring Team

		system was fully implemented by 10/1/10.		
	e) Collect and analyze data from revised monitoring system	Activities completed 6/30/11. The ESS monitoring director analyzed monitoring results and feedback from PEA special education directors; minor updates were made to the monitoring process.	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	Activities completed.		MPRRC ADE/ESS Directors and Specialists SEAP
	b) Disseminate evaluation tracking system	Activities completed from 7/1/09 to 6/30/10. ADE/ESS specialists distributed the tracking form to the PEAs during site visits or via e-mail.	9/1/08–6/30/10	ADE/ESS Directors and Specialists
	c) Provide technical assistance to PEAs using evaluation tracking system	Activities completed from 7/1/10 to 6/30/11. ADE/ESS specialists provided information and training about evaluation timelines during file reviews with staff and as formal presentations.	9/1/08–6/30/11	ADE/ESS Directors and Specialists
3) Develop and disseminate flier to PEAs that will inform about timeline for initial evaluations	a) Create flier with Arizona Administrative Code information on initial evaluation timeline	Activities completed 11/30/10. Monitoring director developed flier with citations and explanations of evaluation timeline.	10/1/10–11/30/10	ADE/ESS Directors
	b) Disseminate flier to PEAs via ESS specialists	Activities completed 1/1/11 to 6/30/11. ESS specialists disseminated flier during TA visits and regional meetings with special education administrators.	12/1/10–6/30/11	ADE/ESS Directors and Specialists

4) Develop and conduct webinars pertaining to the requirements for compliant evaluations and IEPs	a) Develop webinar trainings for evaluation and IEP requirements	Activities completed 12/1/10 to 6/30/11. Monitoring director and monitoring team created webinars to train PEAs on evaluation process and timelines.	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 evaluation and IEP monitoring line items		5/1/12–6/30/12	ADE/ESS Directors and Specialists
5) Review the Arizona Technical Assistance System (AZTAS) Evaluation and Eligibility document and revise, as necessary	a) Review the AZTAS Evaluation and Eligibility document to determine if it is current with statutes and regulations	Activities completed 7/1/11 to 6/30/11. ESS reviewed AZTAS document for current requirements.	7/1/11–12/31/11	ADE/ESS Deputy Associate Superintendent and Directors
	b) Revise the AZTAS Evaluation and Eligibility document, if appropriate	Activities completed by 6/30/11. ESS made revisions to the AZTAS document.	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	Activities completed by 6/30/11. ESS disseminated the revised AZTAS document.	7/1/12–6/30/13	ADE/ESS Directors and Specialists
6) Decrease the number of unfilled positions for speech language pathologists (SLPs) in Arizona	a) Collect and analyze data on unfilled positions in PEAs through the Annual Special Education Data Collection	Activities completed from 7/1/10 to 6/30/11. Data from the Annual Special Education Data Collection shows an increase of master's level speech pathologist positions filled throughout the three-year period. • 88% of master's level speech pathologist positions were filled during FFY 2008 • 89% of master's level	7/1/09–6/30/11	ADE/ESS CSPD ADE/ESS Data Management Specialist

		speech pathologist positions were filled during FFY 2009 • 92% of master's level speech pathologist positions were filled during FFY 2010 Unfilled (open) speech pathologist positions decreased from 12% in FFY 2008 to 8% in FFY 2010.		
	b) Recruit at national ASHA conference	Activities completed November 2010. ESS/CSPD personnel attended the national ASHA conference in PA in November 2010 and interacted with 49 SLPs, 201 graduate students, and 49 professors regarding Arizona Department of Education recruitment resources and available positions.	7/1/09–6/30/11	ADE/ESS CSPD
	c) Recruit at national CEC conference	Activities completed April 2011. ESS/CSPD personnel attended the national CEC conference in MD in April 2011 and interacted with 285 people, including 138 special educators, regarding Arizona Department of Education recruitment resources and available positions.	7/1/09–6/30/11	ADE/ESS CSPD
	d) Conduct annual Arizona Teach-In, a statewide recruitment fair for Arizona education employers	Activities completed May 2011. The Great Arizona Teach-In took place on May 14, 2011. There were 775 participants and 77 PEA exhibitors. 850 jobs were posted and 113 letters of intent were given to job seekers.	7/1/09–6/30/11	ADE/ESS CSPD
	e) Sponsor the Arizona Education Employment Board, a	Activities completed from 7/1/10 to 6/30/11.	7/1/09–6/30/11	ADE/ESS CSPD

	free statewide employment board for employers and prospective employees	ESS sponsors the Arizona Education Employment Board (AEEB), online at www.arizonaeducationjobs.com. 3,300 jobs were posted on the AEEB; there were 1,750 confirmed placements. 56 SLP positions were posted on the AEEB by Arizona schools; 21 SLP positions were filled.		
	f) Provide tuition assistance in the master's program to school-based speech-language technicians via the State Personnel Development Grant (SPDG) grant and a contract with Arizona State University and Northern Arizona University	Activities discontinued as of 6/30/10. Tuition assistance may be provided by PEAs for Professional Enhancement Program (PEP) and Summer's Only students.	7/1/09–6/30/11	ADE/ESS CSPD
7) 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	Activities completed 7/1/10 to 6/30/11. Data from the Annual Special Education Data Collection shows an increase of filled positions for school psychologists. • 96% of school psychologist positions were filled during FFY 2009 (baseline data) • 99% of school psychologist positions were filled during FFY 2010 Unfilled (open) school psychologist positions decreased from 4% in FFY 2009 to 1% in FFY 2010.	7/1/09–6/30/11	ADE/ESS CSPD ADE/ESS Data Management Specialist
	b) Recruit at national CEC conference	Activities completed April 2011.	7/1/09–6/30/11	ADE/ESS CSPD

		ESS/CSPD personnel attended the national CEC conference in MD in April 2011 and interacted with 285 people, including 138 special educators, regarding Arizona Department of Education recruitment resources and available positions.		
	c) Conduct annual Arizona Teach-In, a statewide recruitment fair for Arizona education employers	Activities completed May 2011. The Great Arizona Teach-In took place on May 14, 2011. There were 775 participants and 77 PEA exhibitors. 850 jobs were posted, and 113 letters of intent were given to job seekers.	7/1/09–6/30/11	ADE/ESS CSPD
	d) Sponsor the Arizona Education Employment Board, a free statewide employment board for employers and prospective employees	Activities completed from 7/1/10 to 6/30/11. ESS sponsors the Arizona Education Employment Board (AEEB), online at www.arizonaeducationjobs.com. 92 positions for school psychologist were posted on the AEEB by Arizona schools; 44 of those positions were filled.	7/1/09–6/30/11	ADE/ESS CSPD

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 96%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**22**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**22**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

The ADE/ESS specialists reviewed the child specific files from the monitorings to determine that the PEAs completed the evaluation for any child whose initial evaluation was not timely, unless the child was no longer within the PEA. The ESS specialists reviewed updated data from subsequent files during follow-up visits to determine that the PEAs were correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) related to the evaluation process in conformity with 34 CFR § 300.301 (c) (1).

Actions Taken if Noncompliance Not Corrected

All FFY 2009 noncompliance has been corrected, and Arizona has verified correction for all FFY 2009 findings.

When findings of noncompliance are made, Arizona works collaboratively with the PEAs as the agencies identify the root causes of their continuing noncompliance through drill downs in the specific focus area that affects this Indicator. However, when noncompliance is not corrected within one year, the ADE/ESS uses a variety of methods to ensure that all public agencies meet the requirements of State and Federal statutes related to special education. The progressive enforcement actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the date of written notification are as follows:

- Assignment of a special monitor.
- 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.
- 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.

Verification of Correction of FFY 2009 Noncompliance (either timely or subsequent)

FFY 2009 Verification of Correction from Monitoring

As specified in OSEP's June 2011 Arizona Part B FFY 2009 SPP/APR Response Table, Arizona verified that each PEA with noncompliance reflected in the data:

1) is correctly implementing 34 CFR § 300.301 (c) (1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring; and

2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Specific Actions Taken to Verify the Correction of Findings of Noncompliance Identified in FFY 2009

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data:

- ADE/ESS specialists conducted follow-up on-site visits and/or desk audits after the monitoring to verify correction of all instances of noncompliance, including those that were child specific. The specialists reviewed the child specific files to determine that the evaluation was completed within 60 calendar days from the date of written notification of noncompliance.

- ADE/ESS specialists reviewed updated data from subsequent files and/or conducted interviews with the special education administrators during follow-up visits and/or desk audits to determine if all instances of noncompliance, including those that were child specific, were corrected and to ensure ongoing sustainability of the implementation of the regulatory requirements regarding initial evaluations.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this Indicator.	In the FFY 2010 APR for Indicator 11 and Indicator 15, Arizona reported on the status of the correction of noncompliance (FFY 2009 data).
In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each PEA with noncompliance identified in FFY 2009 is (1) correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	In the FFY 2010 APR for Indicator 11 and Indicator 15, Arizona reported that it verified each PEA with noncompliance (FFY 2009 data), consistent with OSEP Memorandum 09-02, dated October 17, 2008. Arizona described the specific actions that were taken to verify the correction of noncompliance.

Part B Arizona Annual Performance Report (APR) for FFY 2010

If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	Arizona reviewed its improvement activities for Indicator 11.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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 for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were 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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010

99%

Arizona did not meet the target.

<u>Data</u>

Data Source

The data for Indicator 12 are reported annually by all PEAs in Arizona that have children who transition from Part C to Part B. Data are included for the entire reporting year, from July 1, 2010, through June 30, 2011.

Data Collection

Part B Arizona Annual Performance Report (APR) for FFY 2010

The data are collected through the Annual Special Education Data Collection, an ADE Web-based data collection system.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data as it is collected, maintained, and reported through internal edit checks. Training is provided to school personnel by the ESS Data Management Unit regarding the operation of the data system and interpretation of the questions that are components of the measurement. The State requires an assurance from the PEAs through the submission of a signed form attesting to the validity of the data. Random verification checks require that a selected district submit a copy of the front page of the IEP that shows the date of the IEP and the child's birthday for children who transitioned from early intervention service or a copy of the prior written notice (PWN) for children who were found ineligible by the children's' third birthdays.

Definition of Finding

A finding of noncompliance for Indicator 12 is defined as the number of PEAs with noncompliance. The finding of noncompliance is a written notification to the PEA by the State that the PEA is noncompliant.

Actual State Data (Numbers) for FFY 2010

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination	2,644
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	322
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	2,184
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR § 300.301(d) applied	86
e. # of children who were referred to Part C less than 90 days before their third birthdays	27
# in a but not in b, c, d, or e	25
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	**99%**

FFY 2010 Noncompliance

# findings of noncompliance	# of findings corrected prior to one-year timeline as of 1/15/12

8	8

Arizona made eight findings of noncompliance in FFY 2010. Although the PEAs have one year to correct the noncompliance, all eight findings have been corrected as of January 15, 2012.

Account for Children Included in a, but not in b, c, d, or e — Reasons for Delays

Late referrals from Part C	21
Failed hearing or vision screening	4
Total	25

Twenty-one children were late referrals from AzEIP, as compared to 39 children in FFY 2009. School districts are asked to submit an alert to the ADE/ECSE any time they receive a late referral from AzEIP of a child who was not in category *d* (parent refusals to provide consent caused delays in evaluation or initial services) or category *e* (children who were referred to Part C less than 90 days before their third birthdays). Each late referral from AzEIP to a district is reported to the State AzEIP office. The State AzEIP office provides technical assistance and follow-up to the local service providing agency.

Similarly, if a local service providing agency is reporting difficulty with a school district, the local agency issues an alert to the State AzEIP office. The ADE/ECSE provides technical assistance and follow-up to the school district. The ADE/ECSE and AzEIP maintain a shared database to track the resolution of the alerts.

Range of Days beyond Third Birthday

Range of days	1–147

The 147 days beyond the third birthday was due to a district's delays in obtaining hearing screening results. The school district followed up with medical referrals that delayed the determination of the child's hearing status. The ADE/ECSE verified the correction of the child specific noncompliance and that FAPE was provided to the child. Follow-up desk audits by the ECSE and ESS specialists verified that a process was established to mitigate future delays of a similar nature.

Explanation of Progress That Occurred for FFY 2010

Arizona gained one percentage point from FFY 2009 (98%) to FFY 2010 (99%). The State continued to provide extensive technical assistance focused on the new Intergovernmental Agreement (IGA) and used the alert system to improve the transition process for families. Each instance of a late referral from AzEIP was followed up by the ADE/ECSE Unit together with AzEIP, and systemic issues were identified and corrected. The continued collaboration between AzEIP and ECSE also contributed to continued positive outcomes. Additionally, the ADE/ESS specialists reviewed files during their annual site visits, provided technical assistance, and alerted ECSE of any problems during the year.

Discussion of Improvement Activities Completed for FFY 2010

Part B Arizona Annual Performance Report (APR) for FFY 2010

1) Implement new series of transition trainings regarding 2010 IGA	a) Provide joint professional development activities with service coordinators and school district personnel that emphasize 100% compliance and building of relationships	Activities completed from 7/1/10 to 6/30/11. Fifteen regional trainings targeted every school district in Arizona, along with the corresponding service providing agency, AzEIP service coordinators, and the Head Start agency. Professional development emphasized changes to the 2010 IGA designed to improve trouble-free early intervention transitions for children and families.	7/1/10–6/30/13	ADE/ECSE Director and 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 ADE/ECSE Web site	Activities completed from 7/1/10 to 6/30/11. Training PowerPoint and materials are posted on Web site. Changes and additions are added periodically.	7/1/10–6/30/13	ADE/ECSE Director and Specialist AzEIP Staff
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	Activities completed from 7/1/10 to 6/30/11. The parent transition booklet, “I’m Turning 3: What’s Next for Me?” was vetted by families for readability and helpfulness. Booklet was updated and was posted on Web site. A bilingual version is under development. The training materials were updated to reflect changes in the 2010 Intergovernmental Agreement (IGA). Arizona’s PTI, Raising Special Kids/Pilot Parents of Southern Arizona, and ADE/ESS Parent Information Network Specialists (PINS) provided 36 trainings statewide (382 participants).	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	Activities completed from 7/1/10 to 6/30/11. ECSE and AzEIP staff responded to all alerts from the field. School districts and AzEIP service coordinators were assisted with resolving issues.	7/1/10–6/30/13	ADE/ECSE Director and Specialist AzEIP Staff
	b) Maintain database to track number of alerts reported to	Activities completed from 7/1/10 to 6/30/11.	7/1/10–6/30/13	ADE/ECSE Director and

	ADE/ECSE and AzEIP	Database was maintained to track number and sources of alerts in order to drive professional development and technical assistance decisions. Thirty alerts were filed (24 from districts and six from AzEIP).		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	Activities completed from 7/1/10 to 6/30/11. Ongoing consultation was provided by ECSE staff in collaboration with AzEIP staff.	7/1/10–6/30/13	ADE/ECSE Director and Specialist AzEIP Staff
	b) Review noncompliant PEAs' policies, procedures, and practices via desk audits and monthly review of data	Activities completed from 7/1/10 to 6/30/11. Noncompliant PEAs' written policies and procedures, and practices, were reviewed. Technical assistance was provided. File reviews were completed to ensure compliance with corrective action plans.	7/1/10–6/30/13	ADE/ECSE Director and Specialist AzEIP Staff

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**15**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**15**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

The 15 PEAs submitted to ECSE the policies and procedures for early intervention transitions that were mutually agreed upon with the AzEIP service coordinators. The ADE/ECSE specialists reviewed the child specific files from the PEAs to determine if the IEPs were developed and implemented, although late, unless the child was no longer within the jurisdiction of the PEA. The ADE/ESS specialists conducted follow-up on-site visits and/or desk audits and reviewed updated data based on subsequent student files to verify that each PEA was correctly implementing the regulatory requirements (i.e., achieved 100% compliance) in conformity with 34 CFR § 300.124 (b).

Actions Taken if Noncompliance Not Corrected

All FFY 2009 noncompliance has been corrected, and Arizona has verified correction for all FFY 2009 findings.

When findings of noncompliance are made, Arizona works collaboratively with school districts and AzEIP to identify the root causes of continuing noncompliance through individual verification and development of written processes and procedures between districts, AzEIP service coordinators, Head Start Programs, and other programs within the district of residence. When noncompliance is not corrected within one year, the ADE/ECSE interrupts 619 funds until full compliance is demonstrated.

Verification of Correction (either timely or subsequent)

As specified in OSEP's June 2011 FFY 2009 SPP/APR Response Table, Arizona verified that each PEA with noncompliance reflected in the data:

1) is correctly implementing 34 CFR § 300.124 (b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring; and

2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Specific Actions Taken to Verify the Correction of Findings of Noncompliance Identified in FFY 2009

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data:

- The ADE/ECSE specialists reviewed the written process and procedures for the PEAs' early intervention transitions.

- The ADE/ESS specialists and/or ADE/ECSE specialists reviewed student files during subsequent on-site visits and/or desk audits of updated data to determine if the PEAs corrected all instances of noncompliance, including child specific, and to ensure ongoing sustainability with the implementation of the regulatory requirements.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this Indicator.	In the FFY 2010 APR for Indicator 12 and Indicator 15, Arizona reported on the status of the correction of noncompliance (FFY 2009 data).
In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each PEA with noncompliance identified in FFY 2009 is (1) correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	In the FFY 2010 APR for Indicator 12 and Indicator 15, Arizona reported that it verified each PEA with noncompliance (FFY 2009 data), consistent with OSEP Memorandum 09-02, dated October 17, 2008. Arizona described the specific actions that were taken to verify the correction of noncompliance.
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	Arizona reviewed its improvement activities for Indicator 12 and added a new improvement activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following is a new improvement activity, which is due to the new Part C regulations.

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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010

89.2%

Arizona did not meet the target.

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2010	1,513	1,350	**89.2%**

(2010–2011)			

FFY 2010 Findings of Noncompliance

# of findings by incidence of noncompliance	# of findings by incidence corrected prior to one-year timeline as of 1/15/12
163	91

Arizona made 163 findings of noncompliance in FFY 2010. Although the PEAs have one year to correct the noncompliance, 91 findings have been corrected as of January 15, 2012.

Data

Data Source

The data for Indicator 13 are from the Arizona monitoring system. A public education agency (PEA) is selected for monitoring each fiscal year based on the results of a review of the agency's data, including data from the SPP/APR, dispute resolution results, audit findings, and annual determinations. While Arizona has maintained a six-year monitoring cycle with assigned activities always occurring in Year 4, a PEA's monitoring schedule can be adjusted and Year 4 monitoring activities can occur when the data reviews indicate systemic issues.

The National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist was used as a guide for the eight components that comprise the monitoring line item from which the data are pulled. The eight components are:

- Measurable post-secondary goals
- Postsecondary goals updated annually
- Postsecondary goals based upon age-appropriate transition assessments
- 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 with prior consent of parent or student who has reached the age of majority

Data Collection

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

- Data Review — PEAs review student files focusing on Indicator 13. The ADE/ESS specialists validate 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 reviewing files for other identified SPP/APR Indicators on which their agencies have not met the State targets. The ADE/ESS specialists validate the compliance calls. The student file forms are submitted to ESS for data entry.

- On-Site — PEAs and the ADE/ESS teams review student files, collect data through surveys and interviews, and collect data for Indicator 13. The ADE/ESS staff inputs data.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data as it is collected, maintained, and reported through the State monitoring system. Training is provided to all ESS program specialists who monitor to ensure interrater reliability for compliance calls according to regulatory requirements. The ADE/ESS staff conducts trainings for PEA staff who will participate in monitorings. The ESS specialists validate and verify the data through on-site visits or desk audits.

Definition of Finding for Monitoring for FFY 2010

During FFY 2010, a finding for Indicator 13 was issued when the line item for secondary transition was found to be noncompliant. The finding was a written notification to the PEA by the State that the line item was noncompliant, and the finding included a description of a Federal or State statute or regulation. The source of information on which to base a finding of noncompliance is an individual student file.

Explanation of Slippage That Occurred for FFY 2010

The minor slippage of 0.8 percentage points from the baseline of 90% established in FFY 2009 indicates the PEAs are gaining an understanding of secondary transition requirements. Although the source of the data was a different monitoring cohort of PEAs, the small percentage of slippage is evidence of an effective monitoring system and continuing support from the ADE/ESS. The specialists who monitor provide ongoing technical assistance throughout the year during on-site visits to review files and to teach the school personnel how to review and analyze their own student files. These site visits and follow-ups by the ADE/ESS specialists continue to focus on Indicator 13.

On an annual basis, the ESS secondary transition specialists update and implement a comprehensive strategic plan that includes analysis of Indicator 13 data; staff development for PEAs; provision of capacity building grants; collaboration with national technical assistance centers and with other State agencies; and organization of a statewide transition conference (see the discussion of improvement activities below).

Discussion of Improvement Activities Completed for FFY 2010

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 8/31/10. FFY 2010 PEA list was completed August 2010. The Annual Site Visit Log (ASVL) from school year 2009–2010 was used to identify PEAs most in need of training and TA for Indicator 13.	7/1/10–6/30/13	ADE/ESS Transition Specialist and Program Specialists
	b) On an annual basis, review, revise (if necessary), and implement the	Activities completed from 7/1/10 to 6/30/11. The FFY 2010 review and revision	7/1/10–6/30/13	ADE/ESS Transition Specialists

	comprehensive training plan, emphasizing the eight required components of Indicator 13	of the Strategic Plan for Statewide Transition Planning was completed July 2010. Implementation of the Transition Strategic Plan was completed from July 2010 to June 2011. **The FFY 2010 Transition Strategic Plan includes seven main components:** 1. Provide training to targeted PEAs and in response to requests from non-targeted PEAs on Indicator 13; 2. Organize Arizona's Tenth 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 Directors 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 for PEAs 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 Rehabilitation Services of Arizona/Vocational Rehabilitation (RSA/VR), DDD, Division of Behavioral Health Services		

		(DBHS), and the Office for Children with Special Health Care Needs; 7. Collaborate with other ADE sections: High School Renewal and Improvement (AZHSRI), Career and Technical Education (CTE), Dropout Prevention, and School Counselors and ADE/ESS areas: Program Support, Assistive Technology, and Parent Information Network. **All components of Arizona's FFY 2010 Strategic Plan for Statewide Transition Planning were immediately implemented upon revision, from 8/1/10 to 6/30/11.** Activities completed: • 484 participants from 130 targeted and non-targeted PEAs received Indicator 13 trainings from ADE/ESS transition specialists at 30 sites statewide. Trainings were delivered in regional or direct school locations. • Arizona's Tenth Annual Transition Conference was held in September 2010 and offered sessions focused on improving compliance with the eight components of Indicator 13. 831 participants attended the conference, including education and agency professionals, youth, young adults, family members of youth with disabilities, and vendors/exhibitors. • Four sessions on Indicator 13 were provided by ADE/ESS transition specialists at the annual ADE/ESS Directors Institute (DI). Of the 695 in attendance at the DI, 300 participants attended sessions related to secondary transition. • 26 PEAs participated in Year 1		

		(14 PEAs in the 2010–2012 cohort) or Year 2 (12 PEAs in the 2009–2011 cohort) team trainings of the Secondary Transition Mentoring Project (STMP) capacity building grant. Through a contract with the University of Kansas Transition Coalition and in collaboration with ADE/ESS, training was provided to achieve and sustain 100% compliance on Indicator 13. Team training included: three two-day face-to-face training sessions, webinars, a Web site for project participants containing all training materials and extensive resources, an online short course for Year 1 teams, and attendance at Arizona's Tenth Annual Transition Conference. • Collaboration with national technical assistance centers and organizations occurred throughout the year and included: participation in NPSO and NSTTAC Community of Practice calls; use 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 where OSEP, NPSO, NSTTAC, and NDPC-SD provided guidance. Additionally, ADE/ESS maintained ongoing collaboration with the University of Kansas Transition Coalition and the Mountain Plains Regional Resource Center. • At the State level, ADE/ESS collaborated with RSA/VR, DDD, Division of Behavioral Health Services (DBHS), and the Office for Children with Special Health Care Needs (OCSHCN), and met every other month with these agency stakeholders through the Arizona Community of Practice on Transition (AZCoPT). In FFY 2010, AZCoPT revised a		

		presentation used 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 Improvement, Career and Technical Education, Dropout Prevention, and School Counselors were scheduled and held approximately every three 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 8/1/10 through 6/30/11. • Four Indicator 13 presentations were offered at the ADE/ESS Directors Institute in August 2010 for approximately 300 participants. • Ninety sessions either directly or indirectly related to Indicator 13 were offered at Arizona's Tenth	7/1/10–6/30/13	ADE/ESS Transition Specialists

		Annual Transition Conference held in September 2010. • Between July 2010 and June 2011, the ADE/ESS Secondary Transition Web site was updated to include additional and/or revised Indicator 13 materials from NSTTAC, IDEA Partnership, and other secondary transition technical assistance centers. The Web address is http://www.azed.gov/special-education/special-projects/secondary-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 7/1/10 to 6/30/11. • Analysis of pre-training data found in the ASVL was completed in January 2011 after all ESS program specialists were able to complete at least one PEA annual site visit during fall 2010. The analysis showed a 76.5% average for compliance with the eight items of Indicator 13. • Post-training data analysis of all PEAs that received a pre-training annual site visit and were trained in secondary transition during FFY 2010 showed an 81.3% average for compliance with the eight items of Indicator 13. Through pre- and post-training analysis, an increase of 4.8% in compliance for Indicator 13 was demonstrated after training and technical assistance was provided to PEAs by transition and education program specialists.	7/1/10–6/30/13	ADE/ESS Transition Specialist and Program Specialists
2) Provide a two-year capacity building grant to PEAs to participate in the Secondary Transition Mentoring Project (STMP) Team Training	a) On an annual basis, identify PEAs who meet eligibility requirements and extend invitations to them to participate in STMP trainings	Activities completed from 1/1/10 to 7/30/10. • Using Annual Site Visit (ASV) data for PEAs currently in Years 1 or 6 of the monitoring cycle, 22 PEAs achieving less than 100% compliance on Indicator 13 were invited to apply for a noncompetitive Secondary Transition Mentoring Project	7/1/10–6/30/13	ADE/ESS Transition Specialist and Program Specialists

		(STMP) capacity building grant. • Fourteen PEAs were accepted for participation in Year 1 of the STMP Team training in July 2010.		
	b) On an annual basis, provide in-depth and ongoing professional development on transition requirements and best practices	Activities completed from 7/1/10 through 6/30/11. • STMP participants attended Arizona's Tenth Annual Transition Conference, which included a STMP team orientation and designated sessions. • Training materials and activities were designed, created, and disseminated by ADE/ESS in collaboration with the University of Kansas Transition Coalition. Trainings focused on: identifying PEA barriers to meeting transition requirements; developing an action plan to eliminate barriers; creating IEPs that meet transition requirements; implementing training to build intra-PEA capacity to attain 100% compliance on secondary transition requirements; and determining improvements made and targeting areas still in need of improvement. • Team training for each cohort consisted of three two-day face-to-face trainings throughout the year. Additionally, Year 1 teams completed an online short course specially designed for STMP teams and focusing on best practices in transition planning.	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	Activities completed from 7/1/10 through 6/30/11. • Measures to determine effectiveness of STMP training included the use of: a) team process checklist; b) interrater reliability measures for IEP file review; c) training session evaluations; d) STMP team self-reported progress toward completion of action plans; and	7/1/10–6/30/13	ADE/ESS Transition Specialists

		e) feedback provided by ADE/ESS monitoring program specialists on compliance. Data from the measures is as follows: a) April 2011 trainings for both STMP cohorts included the completion of a 37-item "team process" checklist. Results from the checklist use indicated both Year 1 and Year 2 teams reported an average of 95% for the item "all team members are highly knowledgeable of transition compliance requirements" and a average of 94% for the item "STMP team collaboratively develops and implements an action plan that addresses the prioritized needs." b) Training for both cohorts included instruction and practice activities using inter-rater reliability measures. c) All STMP training sessions during FFY 2010 included instruction, activities, and Indicator 13 file reviews. Based on a 5-point Likert scale (1 lowest and 5 highest), evaluation results indicated an average score of 4.3 across all activities for both cohorts. Additionally, all team members completed a pre-/post-evaluation of their competency in meeting Indicator 13 requirements, that asked the question, "How prepared do you feel?" Based on a 5-point Likert Scale (1 equaled unprepared and 5 equaled prepared) and using a Paired Samples T-Test, all scores indicated a statistically significant increase in knowledge from the beginning to the end of the training for FFY 2010 for both cohorts (Years 1 and 2). The areas reporting the greatest increase in knowledge were: transition		

		assessments and documenting transition services and course of study that will support the student in reaching postsecondary goals. d) Review of each STMP team's action plan indicated all teams set goals to build and sustain systems to ensure 100% compliance on Indicator 13 school- or district-wide. All teams reported progress in meeting these goals. e) During the April 2011 training, Year 2 teams met with ADE/ESS program specialists to receive informal feedback on IEPs written during the second year of the STMP training program. Feedback indicated significant improvement in PEA knowledge and compliant practices.		

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 90%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**87**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	**86**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**1**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**1**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**1**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

The one finding of noncompliance that was not corrected within the one-year timeline was corrected and verified within 14 months. The ADE/ESS specialists reviewed the child specific files from the monitoring to determine that the PEA implemented the eight components of the secondary transition requirements for the children, unless they were no longer within the jurisdiction of the PEA. The ESS specialists reviewed updated data from subsequent files during follow-up visits to determine that the PEAs were correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) related to secondary transition in conformity with 34 CFR §§ 300.320 (b) and 300.321 (b).

Actions Taken if Noncompliance Not Corrected

All FFY 2009 noncompliance has been corrected, and Arizona has verified correction for all FFY 2009 findings.

When findings of noncompliance are made, Arizona works collaboratively with the PEAs as the agencies identify the root causes of their continuing noncompliance through drill downs in the specific focus area that affects this Indicator. However, when noncompliance is not corrected within one year, the ADE/ESS uses a variety of methods to ensure that all public agencies meet the requirements of State and Federal statutes related to special education. The progressive enforcement actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the date of written notification are as follows:

- Assignment of a special monitor.
- 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.
- 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.

Verification of Correction of FFY 2009 Noncompliance (either timely or subsequent)

FFY 2009 Verification of Correction from Monitoring

As specified in OSEP's June 2011 Arizona Part B FFY 2009 SPP/APR Response Table, Arizona verified that each PEA with noncompliance reflected in the data:

1) is correctly implementing 34 CFR §§ 300.320 (b) and 300.321 (b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring; and

2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Specific Actions Taken to Verify the Correction of Findings of Noncompliance Identified in FFY 2009

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The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data:

- ADE/ESS specialists conducted follow-up on-site visits and/or desk audits after the monitoring to verify correction of all instances of noncompliance, including those that were child specific. The specialists reviewed the child specific files to determine that the evaluation was completed within 60 calendar days from the date of written notification of noncompliance.

- ADE/ESS specialists reviewed updated data from subsequent files and/or conducted interviews with the special education administrators during follow-up visits and/or desk audits to determine if all instances of noncompliance, including those that were child specific, were corrected and to ensure ongoing sustainability of the implementation of the regulatory requirements regarding initial evaluations.

Correction of Remaining Findings of Noncompliance from FFY 2008 or Earlier

Not applicable.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this Indicator.	In the FFY 2010 APR for Indicator 13 and Indicator 15, Arizona reported on the status of the correction of noncompliance (FFY 2009 data).
In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each PEA with noncompliance identified in FFY 2009 is (1) correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	In the FFY 2010 APR for Indicator 13 and Indicator 15, Arizona reported that it verified each PEA with noncompliance (FFY 2009 data), consistent with OSEP Memorandum 09-02, dated October 17, 2008. Arizona described the specific actions that were taken to verify the correction of noncompliance.
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	Arizona reviewed its improvement activities for Indicator 13.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

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There are no revisions for FFY 2011.

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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.

Indicator 14A, 14B, and 14C — Target Data for FFY 2010

FFY	Measurable and Rigorous Targets		
2010	14A–enrolled in higher education	14B–enrolled in higher education or competitively employed	14C–enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
	14.05%	48.65%	71.1%

Indicator 14A, 14B, and 14C — Actual Target Data for FFY 2010

FFY 2010	14A–enrolled in higher	14B–enrolled in higher	14C–enrolled in higher

	education	education or competitively employed	education or in some other postsecondary education or training program; or competitively employed or in some other employment
# of respondent leavers	299	1,020	1,502
% of respondent leavers	**13.6%**	**46.5%**	**68.5%**
# of total respondents to PSO Survey	2,194		

Arizona did not meet the targets for Indicator 14A, 14B, or 14C.

Outcomes for FFY 2010

There were 2,194 total respondents to the PSO Survey. Each leaver was counted only once in the highest category:

1) 299 respondent leavers were enrolled in "higher education."
2) 721 respondent leavers were engaged in "competitive employment" (and not counted in number 1 above).
3) 301 respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in numbers 1 or 2 above).
4) 181 respondent leavers were engaged in "some other employment" (and not counted in numbers 1, 2, or 3 above).

Thus:

14A = 299 (#1) divided by 2,194 (total respondents) = 13.6%
14B = 299 (#1) + 721 (#2) divided by 2,194 (total respondents) = 46.5%
14A = 299 (#1) + 721 (#2) + 301 (#3) + 181 (#4) divided by 2,194 (total respondents) = 68.5%

APR Development

Part B Indicator 14 was considered a new indicator when it was reported in the FFY 2009 APR. The ADE/ESS developed: (a) new baseline data for the three measures (A, B, and C) using the language of the revised measurement table (May 2010), (b) new measurable and rigorous targets for measures A, B, and C, and (c) improvement activities through FFY 2012.

The Indicator 14 APR was developed with stakeholder input from: (a) State and local education agencies; (b) Arizona's special education advisory group (SEAP); and (c) the Arizona Community of Practice on Transition (AZCoPT), including representation from the Arizona Department of Economic Security (DES), Rehabilitation Services Administration/Vocational Rehabilitation, the DES/Division of Developmental Disabilities, the Arizona Department of Health Services/Division of Behavioral Health Services, and youth and young adults with disabilities.

To provide context for Arizona's improvement activities completed and explanation of slippage, ADE/ESS offers the following description of: (a) data collection methods; (b) definitions; (c) response rate and representativeness; (c) missing data; and (d) selection bias.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Data Collection Methods

The ADE/ESS used a sampling procedure to collect Post School Outcome (PSO) data. Over the course of the State Performance Plan (SPP), each PEA serving students aged 16 years old and older is asked to collect and report post school outcomes 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 and the representative sample is based on the categories of disability, race, and gender. The ADE/ESS sampling plan has been approved by OSEP.

Over the course of the SPP, all eligible PEAs are included in the SPP at least once. In FFY 2010,184 PEAs in Arizona were identified as not having previously participated in the PSO Survey requirement. Of this number, 67 PEAs did not report leavers who were eligible for the PSO Survey during the 2009–2010 school year. This resulted in 117 PEAs that were required to conduct the PSO Survey during FFY 2010.

In order to participate in the PSO Survey, PEAs gather contact information on student leavers and either input the data into the online PSO data collection system or maintain contact information locally. The PSO data collection system uses a secure application as part of the ADE Common Logon. The application includes an 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. PEAs designate district or charter school personnel to contact student leavers or designated family members (i.e., parent, grandparent, or guardian), conduct phone interviews, and input survey data into the online PSO data collection system. Youth or family members were contacted between July 1 and September 30, 2011, after being out of school for at least one year. Arizona's two PEAs with an average daily membership exceeding 50,000 are included in the data collection each year.

In FFY 2010, Arizona's PSO data collection system was enhanced to allow PEAs to report youth who were ineligible for the survey (i.e., those who had returned to school, or were deceased, or whose data was uploaded by the PEA to the SAIS system in error) and permit ADE/ESS to easily remove their information from the PSO data collection.

Definitions

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

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

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. This includes military employment.

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 (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a two-year program).

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. This includes working in a family business (e.g., farm, store, ranching, catering services, etc.).

Respondents are youth, young adults, or designated family members who answer the PSO Survey.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Leavers are youth or young adults who left school by graduating, aging out, or leaving school early (i.e., dropped out), or who were expected to return to school and did not.

Response Rate and Representativeness

The response rate was 61%. As shown in Table 14.1, 3,619 youth exited school and were eligible to take the survey as part of the FFY 2010 PSO data collection, comprising the 2009–2010 school year sample. Interviews were conducted with 2,194 youth, young adults, or their family members.

Table 14.1 Response Rate Calculation

Number of leavers in the sample	3,891
Subtract the number of youth ineligible (those who had returned to school, or were deceased, or whose data was uploaded by the PEA to the SAIS system in error)	219 + 8 + 45 = 272
Number of youth eligible to contact	3,619
Number of completed surveys	2,194
Response rate (2,194/3,619)*100	**60.6%**

The ADE/ESS used the NPSO Response Calculator to calculate representativeness of the respondent group on the characteristics of: (a) disability type, (b) ethnicity, (c) gender, and (d) exit status (e.g., dropout) to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school during 2009–2010. According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group +/- 3% are important. Negative differences indicate an under representativeness of the group and positive differences indicate over representativeness. In Table 14.2, bolded text is used to indicate a difference exceeding a +/- 3% interval.

As shown in Table 14.2, respondents were underrepresented in the category of dropout. All other categories are deemed representative of 2009–2010 target leavers. Although the dropout category continues to be underrepresented, the difference for FFY 2010 was slightly less than in FFY 2009 (-6.77% vs. -6.81%). The ADE/ESS will continue to address the lack of representativeness in the dropout category between the respondents and the sample through expanded efforts to increase response rates.

Table 14.2 NPSO Response Calculator

	Representativeness								
	Overall	**LD**	**ED**	**MR**	**AO**	**Female**	**Minority**	**ELL**	**Dropout**
Target Leaver Totals	3,619	2,387	402	302	528	1,246	723	174	763
Response Totals	2,194	1,439	207	196	352	754	402	102	314
Target Leaver Representation		65.96%	11.11%	8.34%	14.59%	34.43%	19.98%	4.81%	21.08%
Respondent Representation		65.59%	9.43%	8.93%	16.04%	34.37%	18.32%	4.65%	14.31%
Difference		-0.37%	-1.67%	0.59%	1.45%	-0.06%	-1.66%	-0.16%	**-6.77%**

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Missing Data

Arizona's overall response rate was 61%, meaning of the 3,619 students who left school during the 2009–2010 school year, post school outcome information was missing for 39% (n = 1,425) of former students in the sample. An analysis of missing data indicated that the largest segment of missing data was the result of either not being able to contact leavers after three attempts (734) or having incorrect contact information (456). However, approximately 150 surveys could not be conducted because no contact information was collected by the PEA.

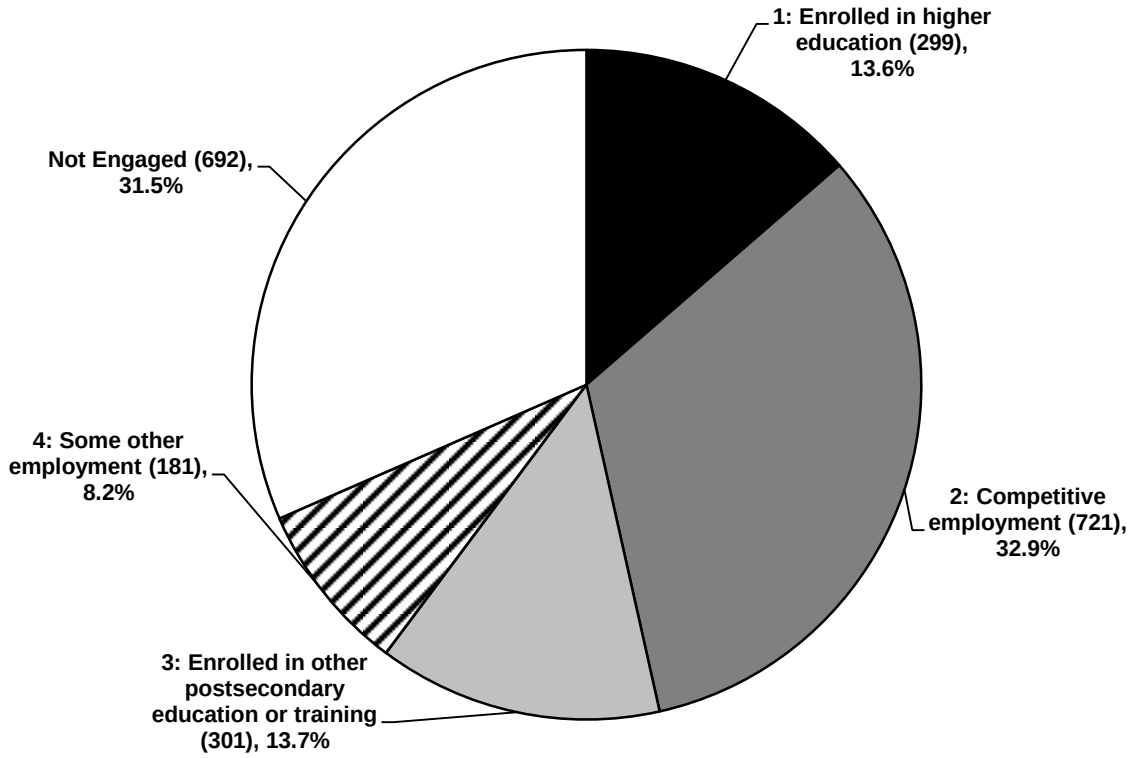
Selection Bias

The under representativeness of youth and young adults in the category of dropout could be attributed to the fact that this group of youth is a difficult population to reach, in general. To address this, the ADE/ESS has developed, implemented, and continues to refine an improvement activity designed to provide technical assistance to PEAs on strategies to reach leavers. Also, the ADE/ESS will continue to work with NPSO to identify different strategies to encourage survey responses from youth in the dropout category.

Outcomes for FFY 2010

Figure 14.1, Indicator 14: Arizona's Post-School Outcomes for 2009–2010 School Year Exiters, shows the outcome categories, including the not engaged category, the number of leavers in each category, and the percentage of leavers in each outcome category. The table below the chart shows the percentages for each measure, A, B, and C. Arizona's largest percentage of leavers was in the outcome category competitive employment, with 32.9% (n = 721) of leavers counted in this category. The second largest percentage of leavers was the outcome category not engaged, with 31.5% (n = 692) of leavers counted in this category. The remaining categories, listed in order of largest percentage, were: enrolled in some other postsecondary education or training, 13.7% (n= 301); enrolled in higher education, 13.6% (n = 299); and some other employment, 8.2% (n = 181).

Figure 14. 1 Indicator 14: Arizona's Post School Outcomes for 2009–2010 School Year Exiters



SPP #14 Measurement A	**14%**	**Equals Segment 1**
SPP #14 Measurement B	**46%**	**Equals Segments 1+2**
SPP #14 Measurement C	**68%**	**Equals Segments 1+2+3+4**

- 1: Enrolled in higher education
- 2: Competitive employment
- 3: Enrolled in other postsecondary education or training
- 4: Some other employment
- Not Engaged

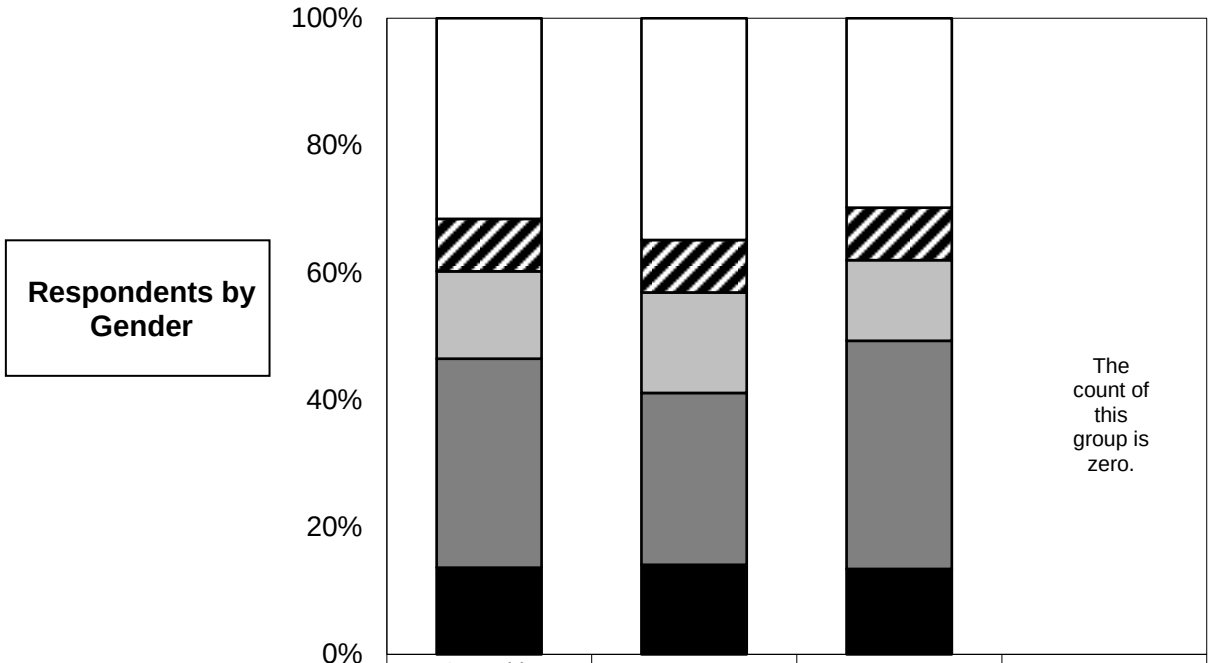
Disaggregated Outcomes by Subgroups

To better understand the post school outcomes of Arizona's youth and young adults, ADE/ESS used the NPSO Data Display Templates to further analyze data. The outcomes were examined by each subgroup: gender, disability type, ethnicity, and exit type. Results of these analyses were used to determine improvement activities, described later in this document.

Post School Outcomes by Gender

As seen in Figure 14.2, Indicator 14: Arizona's Post School Outcomes by Gender, female leavers in Arizona had similar outcomes to males in the areas of: some other employment, enrolled in other postsecondary education or training, and enrolled in higher education. However, female leavers had much smaller percentages in the areas of competitive employment (27% vs. 36%) and engagement (65% vs. 70%) compared to their male counterparts. ADE/ESS will share this information with PEAs and assist districts and charters in analyzing root causes for these gender discrepancies.

Figure 14.2 Indicator 14: Arizona's Post School Outcomes for 2009–2010 School Year Exiters



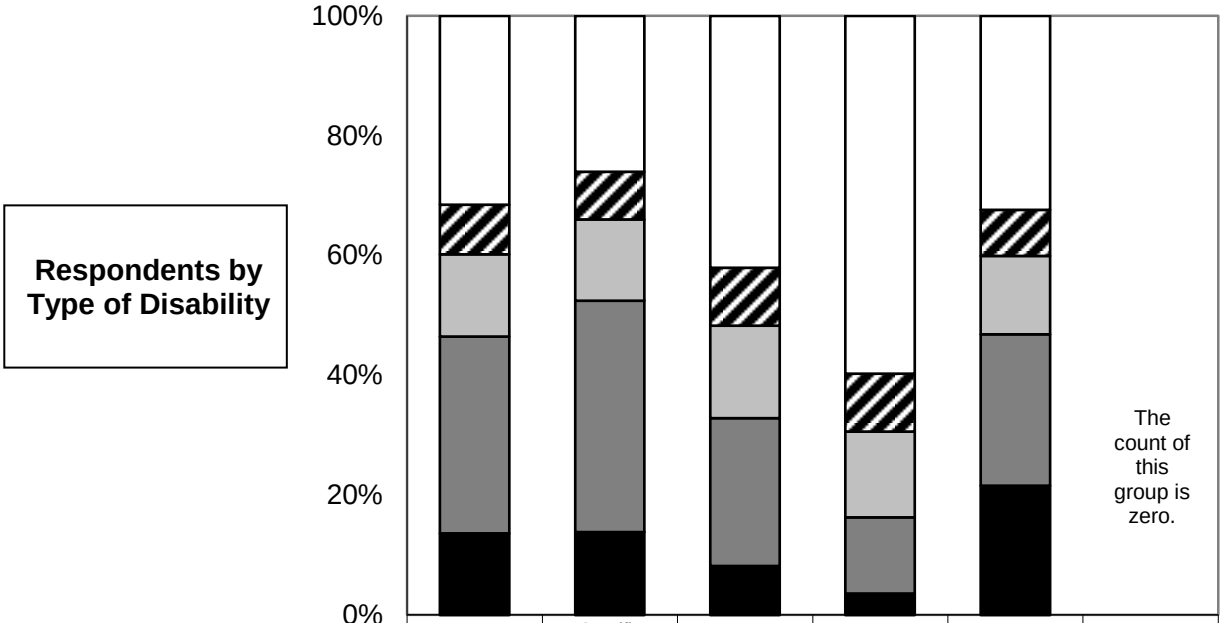
	Statewide Respondents n=2194	Female n=754	Male n=1440	Unknown: Gender n=0
Not Engaged	32%	35%	30%	0%
4: Some other employment	8%	8%	8%	0%
3: Enrolled in other postsecondary education or training	14%	16%	13%	0%
2: Competitive employment	33%	27%	36%	0%
1: Enrolled in higher education	14%	14%	13%	0%

Post School Outcomes by Disability Category

Figure 14.3, Indicator 14: Arizona's Post School Outcomes by Disability Category, shows that individuals with a disability category of mental retardation were not engaged (60%) at nearly twice the overall State rate (32%). Additionally, these individuals were engaged in competitive employment (13%) at a much lower rate than other disability categories. Based on this information, ADE/ESS has developed an improvement activity to work collaboratively with our local and State community of practice/community

transition teams to develop a strategy to improve overall engagement for individuals with a disability category of mental retardation.

Figure 14.3 Indicator 14: Arizona's Post School Outcomes for 2009–2010 School Year Exiters

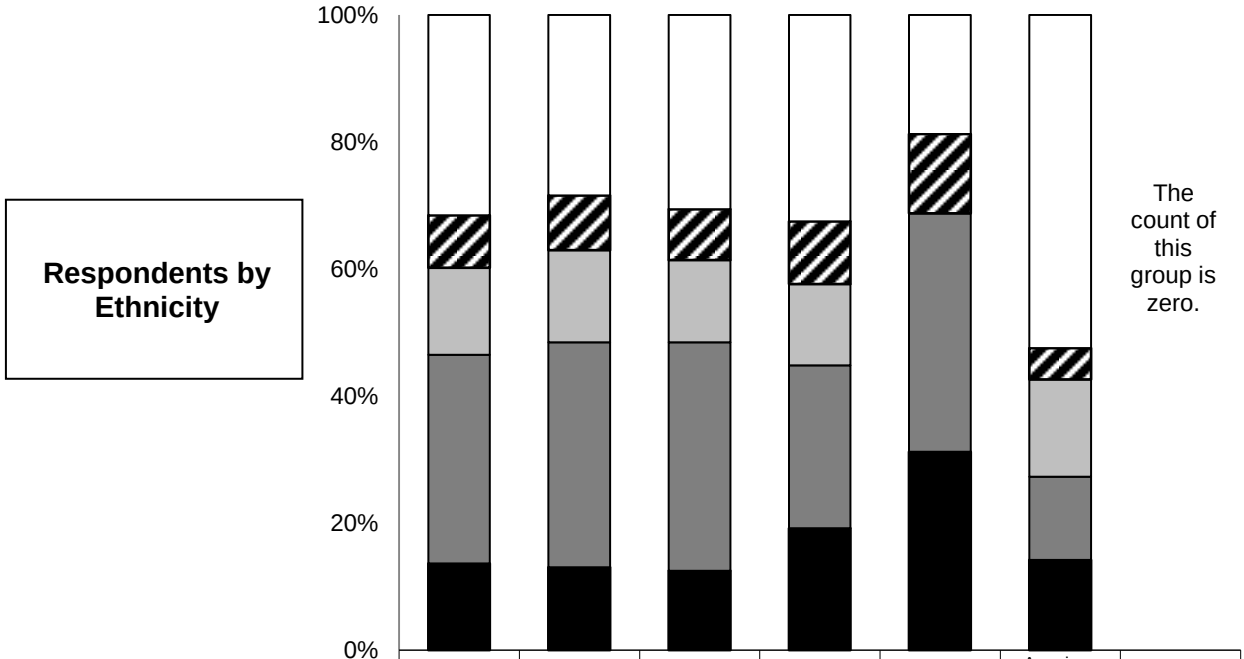


	Statewide Respondents n=2194	Specific Learning Disability n=1439	Emotional Disturbance n=207	Mental Retardation n=196	All Other Disabilities n=352	Unknown: Disability Type n=0
Not Engaged	32%	26%	42%	60%	32%	0%
4: Some other employment	8%	8%	10%	10%	8%	0%
3: Enrolled in other postsecondary education or training	14%	14%	15%	14%	13%	0%
2: Competitive employment	33%	39%	25%	13%	25%	0%
1: Enrolled in higher education	14%	14%	8%	4%	22%	0%

Post School Outcomes by Ethnicity

As seen in Figure 14.4, Indicator 14: Arizona's Post School Outcomes by Ethnicity, there was no significant difference in outcomes for youth enrolled in higher education, except that students identified as Asian or Pacific Islander were twice as likely to enroll in higher education (31%) than any other ethnic group except students identified as Black. In the categories of some other employment and some other postsecondary education or training, all groups showed comparable outcomes. However, the greatest disparity among ethnic groups was seen in outcomes related to competitive employment. Youth and young adults identified as White, Hispanic, and Asian or Pacific Islander were employed at approximately the same rate, whereas students identified as Black and American Indian/Alaska Native were significantly less likely to be competitively employed than their peers identified in other ethnic categories. Additionally, fewer than half (48%) of the Native American youth and young adults who responded to the PSO Survey were engaged in any outcome category, which is 20% less than the statewide engagement rate. Engaging youth who are identified as American Indian/Alaska Native continues to be a concern for ADE/ESS.

Figure 14.4 Indicator 14: Post School Outcomes for 2009–2010 School Year Exiters



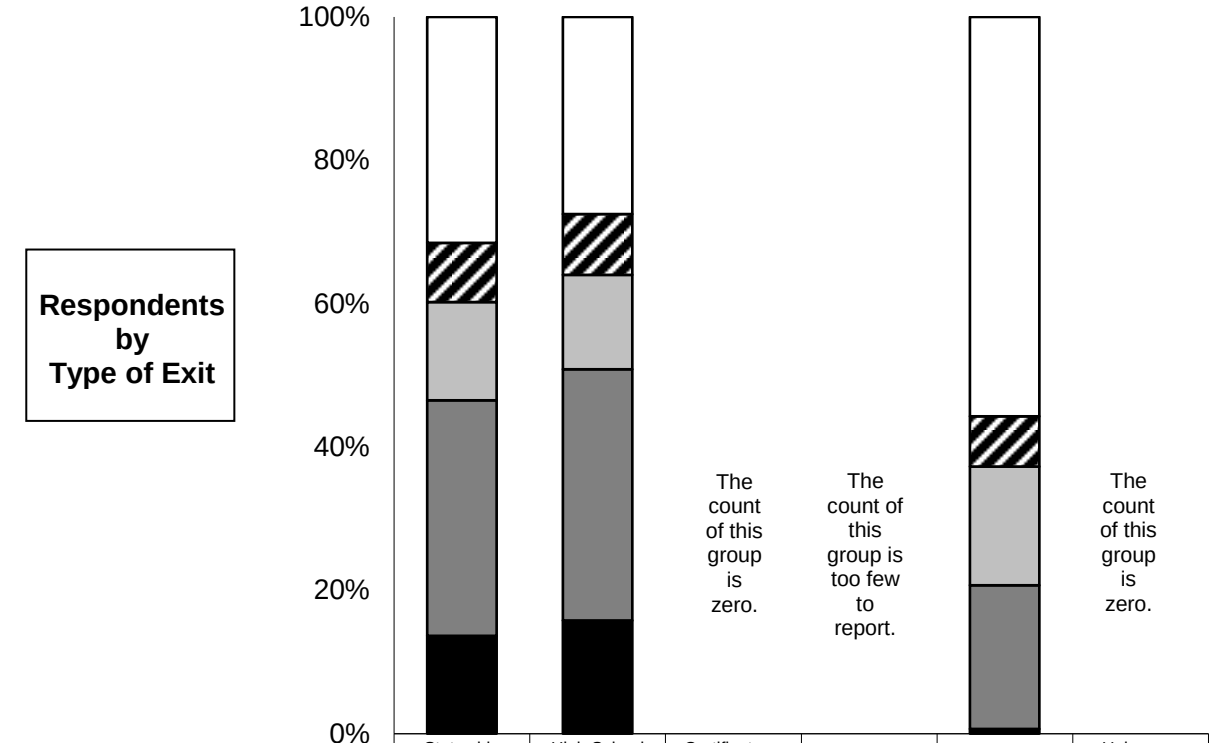
	Statewide Respondents n=2194	White n=958	Hispanic n=834	Black n=203	Asian or Pacific Islander n=16	American Indian/ Alaska Native n=183	Unknown: Ethnicity n=0
Not Engaged	32%	28%	31%	33%	19%	52%	0%
4: Some other employment	8%	9%	8%	10%	13%	5%	0%
3: Enrolled in other postsecondary education or training	14%	15%	13%	13%	0%	15%	0%
2: Competitive employment	33%	35%	36%	26%	38%	13%	0%
1: Enrolled in higher education	14%	13%	12%	19%	31%	14%	0%

Post School Outcomes by Type of Exit

Figure 14.5, Indicator 14: Arizona's Post School Outcomes by Type of Exit, reveals that individuals who earned a high school diploma had much better outcomes, especially in the areas of higher education and competitive employment. Only 1% of dropouts enrolled in higher education compared to 16% of graduates; similarly, only 20% were engaged in competitive employment, as compared to 35% of graduates. Not surprisingly, dropouts had a much lower rate of engagement (45%) compared to graduates (72%).

Additionally, a review of the 1,425 leavers who did not respond to the survey by demographic subgroup indicates that 65% were male, 42% were Hispanic, 69% exited with a high school diploma, and 67% were individuals identified with the disability category of learning disability. This information was used to develop a new improvement activity targeted at improving response rates for leavers with these demographic characteristics.

Figure 14.5 Indicator 14: Post School Outcomes for 2009–2010 School Year Exiters



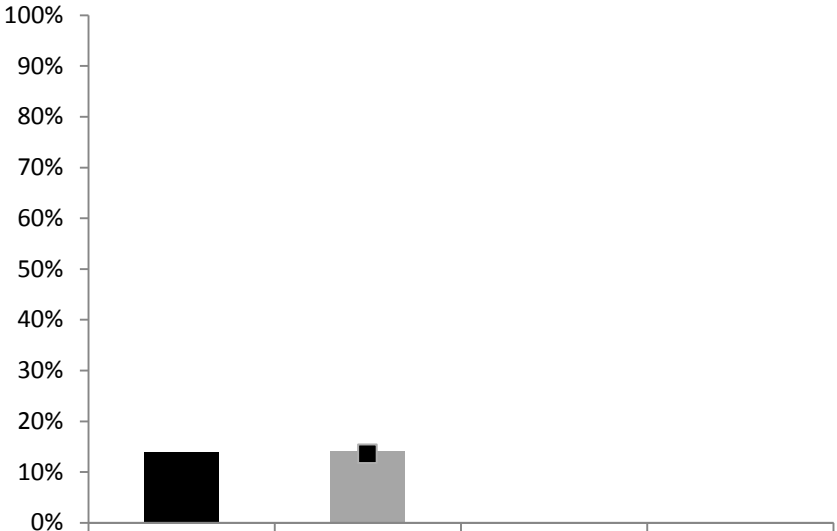
	Statewide Respondents n=2194	High School Diploma n=1879	Certificate or Modified Diploma n=0	Aged out n=1	Dropout n=314	Unknown: Exit Reason n=0
Not Engaged	32%	28%	0%	0%	56%	0%
4: Some other employment	8%	8%	0%	0%	7%	0%
3: Enrolled in other postsecondary education or training	14%	13%	0%	0%	17%	0%
2: Competitive employment	33%	35%	0%	0%	20%	0%
1: Enrolled in higher education	14%	16%	0%	0%	1%	0%

Trend Data

Using the NPSO Trend Data Display *+3,* ADE/ESS compared the actual target data achieved this year against the measurable and rigorous targets for FFY 2010 as established in the FFY 2009 SPP. The following figures from the Trend Data Displays for Measures A, B, and C display columns for baseline and target data. In each chart below, the black column on the left represents the baseline data and the gray column represents the target set for FFY 2010. Next year, ADE/ESS will add a trend line showing change over time in the actual target achieved.

As shown in Figure 14.6, Arizona's Trend Data, Measure A: Enrolled in Higher Education, the Indicator 14A baseline was 13.8% and the FFY 2010 target was 14.05%. The actual target data was 13.6%, which was 0.2 percentage points below Arizona's baseline data and was 0.45 percentage points below the target. Refer to the Explanation of Slippage section for a discussion of this data.

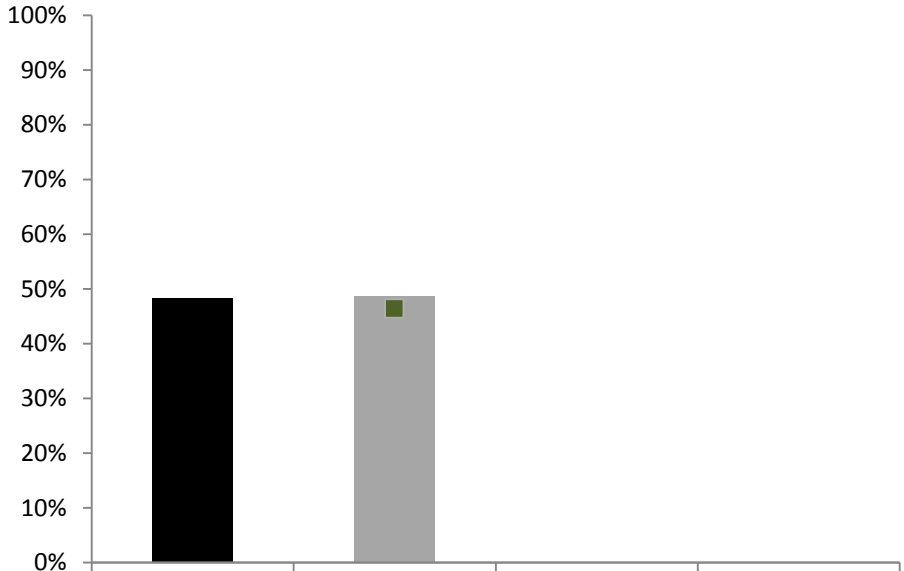
Figure 14.6 Arizona's Trend Data, Measure A: Enrolled in Higher Education



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Baseline & Targets for Measure A	13.80%	14.05%	0.00%	0.00%
Annual Data for Measure A		13.60%		

As seen in Figure 14.7, Arizona's Trend Data, Measure B: Enrolled in Higher Education or Competitive Employment, the baseline for Measure B was 48.4% and the measurable and rigorous target for FFY 2010 was set at 48.65%. The actual target data achieved was 46.4%, 2 percentage points below the baseline and 2.25 percentage points below the target. Therefore, in FFY 2010 Arizona did not meet the target for Measure B. The lack of progress is attributed in part to the same reasons cited for Measure A's slippage and also to the current economic climate, which has significantly affected Arizona's fiscal health and has also led to a decrease in school funding and staff. A further challenge facing many of our Arizona schools is the turnover in personnel. Much of Arizona is composed of very rural areas, which frequently experience very high staff turnover rates. The ability to develop and sustain evidence-based practices leading to improved post school outcomes is challenging with these conditions.

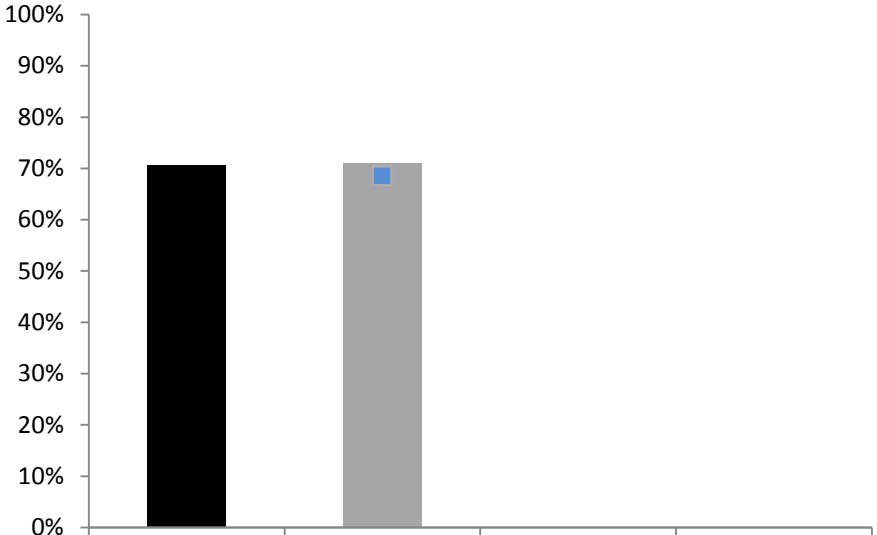
Figure 14.7 Arizona's Trend Data, Measure B: Enrolled in Higher Education or Competitive Employment



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Baseline & Annual Data for Measure B	48.40%	48.65%	0.00%	0.00%
Annual Data for Measure B		46.40%		

As seen in Figure 14.8, Arizona's Trend Data, Measure C: Enrolled in Higher Education or Other Post Secondary Education or Competitive Employment or in Some Other Employment, the baseline for Measure C was 70.6% and the rigorous and measurable target for FFY 2010 was set at 71.1%. The actual target data achieved was 68.5%, 2.1 percentage points below the baseline and 2.6 percentage points below the target. Therefore, in FFY 2010 Arizona did not meet the target for Measure C, and this lack of progress is attributed to the same reasons cited for Measure A's slippage. However, it is interesting to note that an increase of 1.4% in other post secondary education over the baseline was observed. This change is attributed to improved partnering efforts being made with community agencies to inform parents and families of post secondary educational opportunities within the community, which could result in engagement for students who might otherwise have been identified as "not engaged."

Figure 14.8 Arizona's Trend Data, Measure C: Enrolled in Higher Education or Other Post Secondary Education or Competitive Employment or in Some Other Employment



	Baseline: 2008-09 Leaver Yr. (FFY 2009)	Year 1: 2009-10 Leaver Yr. (FFY 2010)	Year 2: 2010-11 Leaver Yr. (FFY 2011)	Year 3: 2011-12 Leaver Yr. (FFY 2012)
Baseline & Targets for Measure C	70.60%	71.10%	0.00%	0.00%
Annual Data for Measure C		68.50%		

In summary, Arizona experienced slight decreases in engagement for all measures, ranging from 0.2 percentage points to 2.1 percentage points compared to the baseline, and 0.45 percentage points to 2.6 percentage points compared to the targets. Although Measure C reflects an overall decrease from the baseline and target data, the category of some other education or training actually showed a slight increase over the baseline. ADE/ESS will continue to monitor actual engagement in each of the four engagement categories and trend data results as the cohort participating in the sample decreases from 117 PEAs to approximately 55 for FFY 2011.

Explanation of Slippage That Occurred for FFY 2010

Although Arizona did not meet the targets for Indicator 14A, 14B, or 14C, the data were within approximately two percentage points of meeting the targets and did show an increase in some other postsecondary education or training.

As shown in Figure 14.6, Arizona's Trend Data, Measure A: Enrolled in Higher Education, the Indicator 14A baseline was 13.8% and the FFY 2010 target was 14.05%. The actual target data was 13.6%, which were 0.2 percentage points below Arizona's baseline data and 0.45 percentage points below the target. This slippage is attributed to the larger number of PEAs participating in the PSO Survey for FFY 2010 (117) as compared to FFY 2009 (36). This resulted in a much larger number of leavers (3,619) and respondents (2,194) in FFY 2010, versus the smaller number of leavers (2,017) and respondents (1,350) in FFY 2009.

Additionally, in FFY 2009 Arizona showed a 67% response rate compared to 61% in FFY 2010. It should be noted that the larger PEA participation group is due to the failure of numerous PEAs to participate in the PSO Survey data collection previously in the six-year SPP cycle, requiring them to complete the data collection in the final year of the SPP cycle. The ADE/ESS plans to address this data collection participation issue in Cycle 2 of the SPP (beginning in FFY 2011) by setting a standard sample size of approximately 55 PEAs each year. Further, participation in the PSO Survey data collection in the assigned sample year will be factored into the PEA determination decisions made by the State based on each PEA's data.

Although the ADE/ESS would like to see an increase in Indicator 14A, the State does not believe that the slippage of less than one-half of a percent is significant. The ADE/ESS will continue to monitor the trend data over the next two years.

Discussion of Improvement Activities Completed for FFY 2010

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 7/1/10 to 6/30/11. Enhancements to the online PSO Survey application were completed May 2011 and the training site was updated in June 2011 to demonstrate the online PSO application. Reasons for the survey not being collected or not being appropriate to administer were added to the online application.	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	Activities completed 7/1/10 to 6/30/11. • PEAs in the FFY 2010 PSO Survey participation cohort were identified and targeted for training. • Two trainings on Indicator 14 and the enhanced online PSO Survey application were provided at the annual ADE/ESS Directors Institute in August 2010. An additional two trainings on Indicator 14 and the enhanced online PSO Survey application	7/1/10–6/30/13	ADE/ESS Transition Specialists

		were provided at Arizona's Tenth Annual Transition Conference in September 2010. Over 250 people attended at least one of these sessions. • Five webinar trainings on Indicator 14 and the enhanced online PSO Survey application were offered to all PEAs, including the FFY 2010 reporting cohort throughout FFY 2010.		
	c) Analyze PSO training evaluations and survey results to determine effectiveness of trainings	Activities completed from 7/1/10 through 6/30/11. • A review and analysis of the PSO training participant evaluations was completed after each training and at the conclusion of FFY 2010. Participant evaluation forms showed significant increases on self-rating measures of knowledge from pre- to post-training. Using a scale of 1 to 5 (1 = low and 5 = high), participants reported an average growth of 1 point. • A review and analysis of PSO webinar training participant evaluations was completed following each training and at the conclusion of FFY 2010. Participant evaluation forms showed significant increases on self-rating measures of knowledge and awareness of resources and tools to assist in data collection.	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	Activities completed 7/1/10 to 6/30/11. PSO data reports for participating PEAs were	7/1/10–6/30/13	ADE/ESS Transition Specialists ADE/IT

	practices	created and made available to PEAs in the online PSO Survey application for response rates and representativeness, and results by subcategories.		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 7/1/10 to 6/30/11. ADE/ESS, in collaboration with STMP grant coaches from the University of Kansas/Transition Coalition, provided training and created instructional materials designed to facilitate the development of local Community Transition Teams (CTTs) for Year 2 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 post-school outcome data. An overview of CTTs was provided to Year 1 STMP teams.	7/1/10–6/30/13	ESS Transition Specialists
	b) Participate in PSO survey and share results with local community transition teams	Activities completed 7/1/10 to 6/30/11. STMP teams were provided training, reports, and materials for use with local CTT teams on State and local PSO response rates, representativeness, and outcome data.	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 fliers and printed materials for use by PEAs to inform students and families and encourage participation in the PSO survey	Activities completed 7/1/10 to 6/30/11. A one-page summary of Arizona's PSO Survey and an Arizona PSO glossary were disseminated via e-mail and posted on the ADE/ESS Secondary Transition website: http://www.azed.gov /special-education /special-projects /secondary-transition/. These support documents were also included on the homepage of the online PSO Survey application.	7/1/10–6/30/13	ADE/ESS Transition Specialists
	b) Encourage use of the PACER/NPSO-created technical assistance video "Be a Superstar—Take the Survey" YouTube video and provide a link to the video on the ADE/ESS Web site	Activities completed 7/1/10 to 6/30/11. ADE/ESS transition specialists and STMP trainers highlighted and encouraged the use of the NPSO marketing materials and the PACER/NPSO created technical assistance video "Be a Superstar—Take the Survey" YouTube videos. A link to the videos and fliers was posted on the ADE/ESS Secondary Transition website: http://www.azed.gov /special-education /special-projects /secondary-transition/.	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	Activities completed 7/1/10 to 6/30/11. Two sessions were offered during Arizona's Tenth Annual Transition Conference, and two sessions were planned for Arizona's Eleventh Annual Transition Conference.	7/1/10–6/30/13	ADE/ESS Transition Specialists
	d) Survey PEAs to determine use of strategies	Activities completed 7/1/10 to 6/30/11. An online survey to determine use of	7/1/10–6/30/13	ADE/ESS Transition Specialists

		strategies to reach exiters was developed in FFY 2010 and will be implemented in FFY 2011.		
4) Work with the National Post-School Outcomes (NPSO) Technical Assistance Center as an "intensive state"	a) Submit an application for intensive technical assistance from NPSO Center	Activities completed 7/1/10 to 6/30/11. ADE/ESS applied for and was accepted as an "intensive state" by NPSO beginning January 2011. This activity completed and discontinued.	7/1/10–8/31/10	ADE/ESS Transition Specialists NPSO Technical Assistance Center
	b) Conduct a needs assessment and develop a comprehensive plan in conjunction with NPSO to improve Indicator 14 in Arizona	Activities completed 7/1/10 to 6/30/11. In conjunction with NPSO, ADE/ESS developed and began implementation of a comprehensive plan to improve Indicator 14 in Arizona. Components include: a logic model, a plan to increase awareness of the PSO at the local level, and a plan to improve data collection and reporting at the State and local level. This activity completed and discontinued.	1/1/11–4/30/11	ADE/ESS Transition Specialists NPSO Technical Assistance Center
	c) Implement technical assistance received from NPSO	Activities completed 7/1/10 to 6/30/11. ADE/ESS has taken steps to implement technical assistance received from NPSO as evidenced by: enhancements made to the online PSO Survey application, updated trainings provided at conferences and via webinars to local PEAs, and incorporation of NPSO data collection and analysis tools.	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	Activities completed 7/1/10 to 6/30/11. The FFY 2010 online PSO Survey application was revised to indicate the reason for PEA failure to collect survey information and to allow PEAs to report youth who were ineligible for the survey (i.e., those who had returned to school, or were deceased, or whose data was uploaded by the PEA to the SAIS system in error) and permit ADE/ESS to easily remove their information from the PSO data collection.	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	Activities completed 7/1/10 to 6/30/11. In FFY 2010, a plan for enhancing the online PSO Survey application to include data regarding nonengaged youth was discussed, although further planning and implementation of this enhancement will not occur until FFY 2011 or 2012.	7/1/10–6/30/13	ADE/ESS Transition Specialists ADE/IT Specialists

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
The State must report actual target data for FFY 2010 with the FFY 2010 APR, due February 1, 2012.	In the FFY 2010 APR, Arizona reported actual target data for Indicator 14 for FFY 2010.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are new improvement activities in response to the FFY 2010 actual target data.

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

Part B Arizona Annual Performance Report (APR) for FFY 2010

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 category of mental retardation from 40% (FFY 2010) to 52%	a) Offer three regional trainings a year specifically designed to increase awareness of available options for postsecondary education, training, and employment for students with intellectual disabilities		1/1/12–6/30/13	ADE/ESS Transition Specialists AZ Community of Practice on Transition (AZCoPT)

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010

98.7%

Arizona did not meet the target.

<u>Process to Select PEAs for Monitoring</u>

The ADE/ESS conducts compliance monitoring for IDEA procedural requirements. Arizona uses a six-year cycle for monitoring with assigned activities always occurring in Year 4 of the cycle. The ADE/ESS directors and program specialists review each PEA's data annually. The ADE/ESS can adjust a PEA's monitoring schedule, and Year 4 monitoring activities can occur any time systemic issues arise related to the review of data.

The data for FFY 2010 included the PEAs in Year 5 of the cycle; that is, data included those PEAs that were on a Corrective Action Plan to correct findings of noncompliance identified as a result of their monitoring activities during FFY 2009.

The PEAs monitored each year represent a regional balance across the State. The monitoring cycle year has a mix of elementary, unified, and union high school districts, charter schools, and other public agencies such as secure care and accommodation districts.

Definition of Finding for Monitoring for FFY 2009

Prior to FFY 2009, each separate component in the monitoring system was an individual line item, and each individual line item could become a finding that would trigger a written notification of noncompliance to a PEA. More than 100 line items could have resulted in possible findings. With technical assistance from the Data Accountability Center (DAC) and the Mountain Plains Regional Resource Center (MPRRC), Arizona revised its monitoring system for FFY 2009 and implemented a new system to ensure continued effectiveness and in consideration of the growing number of PEAs. While maintaining the alignment of the content to the Related Requirements, the components and line items were regrouped to streamline the tabulation of all data. This led to re-defining a "finding."

In contrast to the more than 100 possible findings in the past, the FFY 2009 monitoring system had 19 line items. Each line item was comprised of multiple components that aligned to the Related Requirements document. Any one component within a line item that was found to be noncompliant generated a finding of noncompliance for that line item. If multiple components within the line item were found to be noncompliant, a single finding was made (i.e., the line item was found noncompliant) as opposed to a finding for each single component (i.e., the definition of a finding prior to FFY 2009).

The following are examples of one line item and one of the components within that line item from the revised monitoring system that became effective FFY 2009:

- line item—"eligibility considerations"
- component—"student was assessed in all areas related to the suspected disability"

If the one component was noncompliant, then the line item was noncompliant and a finding was issued.

During FFY 2009, a finding was issued when any line item was less than 100% compliant based upon the review of the components within the line item. The finding was a written notification to the PEA by the State that the line item(s) was noncompliant, and each finding included a description of a Federal or State statute or regulation.

Explanation of Progress That Occurred for FFY 2010

The progress (3.8 percentage points) that was made from FFY 2009 to FFY 2010 can be attributed to a number of factors. Experienced ESS program specialists trained PEAs to write measurable annual IEP goals during 14 on-site regional workshops. The PEA staff involved had opportunities to submit draft annual goals to the presenters after the first series of trainings. The ESS specialists then gave technical assistance to improve the measurability of the goals. Two webinars were presented on the same topic and participants were given a copy of the recorded webinar.

The ESS monitoring/program support director maintained communication with the executive director of the Arizona State Board for Charter Schools and the ADE deputy associate superintendent for School Improvement and Intervention. This collaboration helped to facilitate the timely correction of noncompliance when the CAP closeout was not proceeding at the expected rate.

The ADE/ESS provided staff development for ESS program specialists to increase understanding of the validity of compliance calls. ESS mandates attendance by the specialists at a three-day summer monitoring training (six days for newly employed specialists). Follow-up meetings and workshops are scheduled throughout the school year. This staff development is planned and presented by the Monitoring Team, a group composed of the monitoring director and veteran specialists.

The ADE/ESS mentoring program is another type of staff development for new ESS program specialists. Mentors are members of the Monitoring Team. New specialists shadowed the mentors on monitorings, CAP follow-up visits, technical assistance visits, and periodic meetings with PEAs. The specialists and mentors also communicated about issues that arose from regular interactions with the assigned PEA staff. The mentoring was maintained for up to one year.

Another contributing factor to the progress made was the ongoing involvement by the monitoring director with the Corrective Action Plans (CAPs) from the monitorings. The director reviewed the CAPs on a weekly basis to check each PEA's progress and scheduled follow-up visits and desk audits by the specialist. The director communicated with the assigned specialist for detailed updates if the CAP closeout was not progressing at a reasonable pace.

Additionally, the monitoring director sent a monthly CAP Progression Report to the specialists and ESS directors that identified timelines toward the one-year closeout for each open monitoring. This alerted specialists to the remaining days for one-year closeouts. The director asked specialists to respond if difficulties existed that were impeding timely closeout. Strategies were then identified to assist the PEAs to close out the monitoring within the one-year timeline.

The Monitoring Team played a crucial role in making progress with this Indicator. This established group, guided by the monitoring director, is a team of experienced ESS specialists that met monthly, at a minimum, to evaluate the monitoring process and system. In addition, the Monitoring Team members carried out their regular duties throughout the year. That is, they reviewed and revised the monitoring manual, which included forms and guide steps (an annual project); planned continuing support for program specialists; and designed resources and support materials for PEA administrators, evaluators, and teachers.

Discussion of Improvement Activities Completed for FFY 2010

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	Activities completed as of 7/24/09.	5/1/08–12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system	Activities completed during school year 2009-2010.	1/1/10–6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test	Activities completed by 6/30/10. The ADE/ESS monitoring team revised the monitoring system based on the field test.	7/1/10–9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implementation of fully revised system and process	Activities completed 10/1/10. The revised monitoring system was fully implemented by 10/1/10.	10/1/10	ADE/ESS Monitoring Team

	e) Collect and analyze data from revised monitoring system	Activities completed 6/30/11. The ESS monitoring director analyzed monitoring results and feedback from PEA special education directors; minor updates were made to the monitoring process.	10/1/10–6/30/11	ADE/ESS Monitoring Team
2) Develop and conduct webinars pertaining to the requirements for compliant evaluations and IEPs	a) Develop webinar trainings for evaluation and IEP requirements	Activities completed 6/30/11. Monitoring director and monitoring team created webinars to train PEAs about evaluation process and timelines.	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 evaluation and IEP monitoring line items		5/1/12–6/30/12	ADE/ESS Directors and Specialists
3) 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	Activities completed from 7/1/10 to 6/30/11. The ESS mentoring system was reviewed by the director of program support and the monitoring team (M Team). The mentoring system was revised to establish ongoing training for new specialists; to update the mentoring manual; and to establish a listserv for mentors, mentees, and directors.	7/1/10–6/30/13	ADE/ESS Director of Program Support and Monitoring Team
	b) Implement the ESS mentoring system for the monitoring specialists, based on demand and need	Activities completed from 7/1/10 to 6/30/11. The revised ESS mentoring system was implemented for all new ESS specialists who monitor.	7/1/10–6/30/13	ADE/ESS Director of Program Support and Monitoring Team

	c) Develop three-day summer monitoring training each year for ESS monitoring specialists	Activities completed by 6/1/11. The three-day summer monitoring training was developed by the director of program support and the monitoring team (M Team).	7/1/10–6/30/13	ADE/ESS Director of Program Support and Monitoring Team
	d) Implement three-day summer monitoring training each year for ESS monitoring specialists	Activities completed in July 2010. Monitoring training was provided in July 2010 to all ESS specialists who monitor.	7/1/10–6/30/13	ADE/ESS Director of Program Support and Monitoring Team
	e) Provide follow-up staff development for ESS monitoring specialists periodically throughout the year	Activities completed from 7/1/10 to 6/30/11. Follow-up trainings and electronic communications were provided to all ESS specialists who monitor.	7/1/10–6/30/13	ADE/ESS Director of Program Support and Monitoring Team
4) 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

Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance)

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	**593**
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the PEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	**585**
3. Number of findings not verified as corrected within one year [(1) minus (2)]	**8**

FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**8**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**8**
6. Number of FFY 2009 findings not yet verified as corrected [(4) minus (5)]	**0**

Verification of Correction for All Findings of Noncompliance Identified in FFY 2009 (either timely or subsequent)

As specified in OSEP's June 2011 Arizona Part B FFY 2009 SPP/APR Response Table, Arizona verified that each PEA with findings of noncompliance:

1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring; and

2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the PEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Specific Actions Taken to Verify the Correction of Findings of Noncompliance Identified in FFY 2009 (including any revisions to general supervision procedures, technical assistance provided, and/or any enforcement actions taken)

Specific Actions for Correction of FFY 2009 Findings of Noncompliance for Indicator 11

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 96%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**22**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the PEA of the finding)	**22**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

All findings of noncompliance from FFY 2009 related to Indicator 11 have been corrected and verified. The ADE/ESS specialists reviewed the child specific files from the monitorings to determine whether the PEAs completed the evaluation for any child whose initial evaluation was not timely, unless the child was no longer within the PEA's jurisdiction. The ESS specialists reviewed updated data from subsequent files during follow-up visits to determine that the PEAs were correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) related to the evaluation process in conformity with 34 CFR § 300.301 (c) (1).

There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

Specific Actions for Correction of FFY 2009 Findings of Noncompliance for Indicator 12

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**15**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the PEA of the finding)	**15**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**0**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**0**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**0**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

The PEAs submitted to ECSE the policies and procedures for early intervention transitions that were mutually agreed upon with the AzEIP service coordinators. The ADE/ECSE specialists reviewed the child specific files from the PEAs to determine whether the IEPs were developed and implemented, although late, unless the child was no longer within the PEA's jurisdiction. The ADE/ESS specialists conducted follow-up on-site visits and/or desk audits and reviewed updated data based on subsequent student files to verify that each PEA was correctly implementing the regulatory requirements (i.e., achieved 100% compliance) in conformity with 34 CFR § 300.124 (b).

There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

Specific Actions for Correction of FFY 2009 Findings of Noncompliance for Indicator 13

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 90%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009, through June 30, 2010)	**87**
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the PEA of the finding)	**86**
3. Number of FFY 2009 findings not verified as corrected within one year [(1) minus (2)]	**1**

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	**1**
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	**1**
6. Number of FFY 2009 findings not verified as corrected [(4) minus (5)]	**0**

All findings of noncompliance from FFY 2009 related to Indicator 13 have been corrected and verified. The ADE/ESS specialists reviewed the child specific files from the monitorings to determine whether the PEAs developed and implemented IEPs that included the secondary transition regulatory requirements for any child aged 16 and above, unless the child was no longer within the PEA's jurisdiction. The ESS specialists reviewed updated data from subsequent files during follow-up visits to determine whether the PEAs were correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) related to secondary transition in conformity with IDEA requirements.

There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

Specific Actions for Additional Related Requirements Identified Through the Monitoring System (Indicators 4, 9, 10, 11, and 13)

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance identified in FFY 2009, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data were as follows. There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

- ADE/ESS specialists reviewed student files during follow-up on-site visits and/or desk audits to verify correction of all instances of noncompliance, including child specific, and to ensure that regulatory requirements were being implemented.

- ADE/ESS specialists reviewed updated data from subsequent files and conducted interviews with special education administrators during follow-up visits and/or desk audits to determine if all instances of noncompliance, including child specific, were corrected and to ensure ongoing sustainability with the implementation of the regulatory requirements.

- ADE/ESS specialists reviewed the drill down analyses completed by the PEAs in targeted areas of both compliance and results SPP/APR Indicators to determine if PEAs had conducted genuine

and thorough examinations of root causes. The analyses resulted in action plans to address systemic issues and to ensure sustainability of compliance.

Specific Actions for Dispute Resolution (Indicators 16, 17, 18, and 19)

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance identified in FFY 2009, including child specific noncompliance, and were correctly implementing the regulatory requirements were as follows. The review of data did not identify systemic noncompliance; therefore, the correction was at the student level. There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

- The Corrective Action Compliance Monitor (CACM) maintained a database of all corrective actions and tracked timelines to ensure timely correction of noncompliance.
- As direct follow-up to a child specific finding of noncompliance, the CACM reviewed the student file via desk audit to verify correction of any instance of noncompliance, including child specific, and to ensure that regulatory requirements were being implemented.
- The CACM reviewed the corrective action plan documentation via desk audit to ensure that all instances of noncompliance were corrected. The corrective action plan documentation may include such actions as a written action plan, professional development, and/or a letter of assurance. Each PEA submitted documentation evidencing correction of all the noncompliance.
- The CACM approved all corrective action plan documentation via desk audit to verify that the PEAs corrected all instances of noncompliance, including child specific, and were adhering to the regulatory requirements.

Specific Actions for Additional Related Requirements for Early Childhood Transitions (Indicator 12)

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance identified in FFY 2009, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data, were as follows. There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

- The ADE/ECSE specialists reviewed the written process and procedures for the PEAs' early intervention transitions.
- The ADE/ESS specialists and/or ADE/ECSE specialists reviewed student files during subsequent on-site visits and/or desk audits of updated data to determine if the PEAs corrected all instances of noncompliance, including child specific, and to ensure ongoing sustainability with the implementation of the regulatory requirements.

Specific Actions for Other Related Requirements Pertaining to Graduation, Dropout, Assessment, School Age and Preschool LRE, Preschool Outcomes, Parent Involvement, and Post School Outcomes (Indicators 1, 2, 3, 5, 6, 7, 8, and 14)

The specific methods Arizona used to verify that PEAs corrected all instances of noncompliance identified in FFY 2009, including child specific noncompliance, and were correctly implementing the regulatory requirements, based on subsequent file reviews of updated data were as follows. There were no revisions to general supervision procedures, technical assistance, or enforcement actions.

- ADE/ESS specialists reviewed student files during follow-up on-site visits and/or desk audits to verify correction of all instances of noncompliance, including child specific, and to ensure that regulatory requirements were being implemented.

- ADE/ESS specialists reviewed updated data from subsequent files and conducted interviews with the special education administrators during follow-up visits and/or desk audits to determine if all instances of noncompliance, including child specific, were corrected and to ensure ongoing sustainability with the implementation of the regulatory requirements.

- ADE/ESS specialists reviewed the drill down analyses completed by the PEAs in targeted areas of both compliance and results SPP/APR Indicators to determine if the PEAs had conducted genuine and thorough examinations of root causes. The analyses resulted in action plans to address systemic issues and to ensure sustainability of compliance.

Actions Taken if Noncompliance Not Corrected

If findings of noncompliance are made, Arizona works in a collaborative process with the PEAs as the agencies identify the root causes of continuing noncompliance through drill downs in specific focus areas. When noncompliance is not corrected within one year, the ADE/ESS uses a variety of methods to ensure that all public agencies meet the requirements of State and Federal statutes related to special education. The progressive enforcement actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the date of written notification are as follows:

- Assignment of a special monitor.
- 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.
- 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.

Although these enforcement actions are in place, the ESS monitoring system is designed to work with the PEAs to correct the findings of noncompliance as soon as possible but no later than one year. ESS directors and specialists meet periodically throughout the year to discuss and better understand the PEAs' data pertaining to the APR indicators, student population, and other data elements. This information is used to make decisions about the type of monitoring and need for technical assistance for each PEA. The ESS specialists use the same data during their on-site visits to the education agencies to address concerns and offer resources.

Another form of technical assistance offered by ESS is the annual site visit by the ESS specialist. These site visits are designed to assist PEAs with understanding the requirements for Indicators 11, 12, and 13. Information from these visits is logged in a database to track the need for follow-up in all three areas. The ESS transition specialists also use the Indicator 13 data to target their trainings and grants.

The monitoring director, facilitator, and Monitoring Team develop the monitoring manual and train the specialists throughout the year to ensure interrater reliability for compliance calls according to regulatory requirements. The ADE/ESS staff conducts on-site and regional trainings for the PEAs to enhance understanding of compliance and the monitoring process. A major component of this is the Corrective Action Plan follow-up, which includes a strict schedule after a monitoring to ensure timely correction of noncompliance.

The Early Childhood Special Education specialists also offer targeted technical assistance to districts that are not in compliance through individual trainings, monthly audits, and consultations. In addition, ESS specialists review files of preschool students during their annual site visits to provide assistance and resources when needed.

Correction of Remaining FFY 2008 Findings of Noncompliance

Not applicable.

Although Arizona reported < 100% for this Indicator in the FFY 2009 APR, all remaining FFY 2008 findings were subsequently corrected.

1. Number of remaining FFY 2008 findings noted in OSEP's FFY 2009 APR response table for this indicator	0
2. Number of remaining FFY 2008 findings the State has verified as corrected	0
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance Identified FFY 2007 or Earlier

Not applicable.

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each PEA with noncompliance identified in FFY 2009 is (1) correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	In the FFY 2010 APR for Indicators 11, 12, 13, and 15, Arizona reported that it verified each PEA with noncompliance (FFY 2009 data), consistent with OSEP Memorandum 09-02, dated October 17, 2008. Arizona described the specific actions that were taken to verify the correction of noncompliance.
In addition, in reporting on Indicator 15 in the FFY 2010 APR, the State must use the Indicator 15 Worksheet.	In the FFY 2010 APR, Arizona uses the Indicator 15 Worksheet to report on Indicator 15.
In addition, in responding to Indicators 11, 12, and 13, in the FFY 2010 APR, the State must report on correction of the noncompliance described in this table under those indicators.	In the FFY 2010 APR, Arizona reports on the correction of noncompliance for Indicator 11 within the Indicator 11 section and within Indicator 15, reports on the correction of noncompliance for Indicator 12 within the Indicator 12 section and within Indicator 15, and reports on the correction of

	noncompliance for Indicator 13 within the Indicator 13 section and within Indicator 15.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

The following are new improvement activities to improve the dispute resolution database.

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) Fully implement reconstructed dispute resolution database		7/1/13	Dispute Resolution Team

Part B Arizona Annual Performance Report (APR) for FFY 2010

INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 28	Monitoring System: 40	Monitoring System: 40	
	Dispute Resolution: Complaints, Hearings	Complaints: 0 Due process: 0	Complaints: 0 Due process: 0	Complaints: 0 Due process: 0	
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 34	Monitoring System: 34	Monitoring System: 33	1 corrected and verified within 14 months from identification

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
outcomes.	Dispute Resolution: Complaints, Hearings	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System:11 APR: 0	Monitoring System: 11 APR: 0	Monitoring System: 11 APR: 0	

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	Complaints: 3 Due Process: 0	Complaints: 4 Due Process: 0	Complaints: 4 Due Process: 0	
5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 36	Monitoring System: 68	Monitoring System: 66	1 corrected and verified within 14 months from identification 1 corrected and verified within 18 months from identification

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
	Dispute Resolution: Complaints, Hearings	Complaints: 21 Due Process: 0	Complaints: 40 Due Process: 0	Complaints: 40 Due Process: 0	
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 35	Monitoring System: 104	Monitoring System: 104	
	Dispute Resolution: Complaints, Hearings	Complaints: 21 Due Process: 0	Complaints: 31 Due Process: 0	Complaints: 31 Due Process: 0	

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 38 APR: 0	Monitoring System: 38 APR: 0	Monitoring System: 37 APR: 0	1 corrected and verified within 14 months from identification

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
	Dispute Resolution: Complaints, Hearings	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 41	Monitoring System: 103	Monitoring System: 100	1 corrected and verified within 14 months from identification 2 corrected and verified within 18 months from identification
	Dispute Resolution: Complaints, Hearings	Complaints: 14 Due Process: 0	Complaints: 17 Due Process: 0	Complaints: 17 Due Process: 0	
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Data Collected by Census, Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 0 Indicator 12 Census (early childhood transition): 15	Monitoring System: 0 Indicator 12 Census (early childhood transition): 15	Monitoring System: 0 Indicator 12 Census (early childhood transition): 15	

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
	Dispute Resolution: Complaints, Hearings	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 20	Monitoring System: 87	Monitoring System: 86	1 corrected and verified within 2 months from identification
	Dispute Resolution: Complaints, Hearings	Complaints: 1 Due Process: 0	Complaints: 1 Due Process: 0	Complaints: 1 Due Process: 0	
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	Monitoring System: 0	Monitoring System: 0	Monitoring System: 0	
	Dispute Resolution: Complaints, Hearings	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	Complaints: 0 Due Process: 0	

Part B Arizona Annual Performance Report (APR) for FFY 2010

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of findings (individual student files) of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of findings (individual student files) of noncompliance from (a) for which correction was verified no later than one year from identification	# of findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10) for which correction was verified later than one year from identification
Sum the numbers down Column a and Column b			593	585	
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.	(b) / (a) X 100 = %		585 / 593 = 0.9865 X 100 = 98.7%		

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010

# of signed written complaints with reports issued within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint	# of signed written complaints	Actual Target Data for FFY 2010
81	81	**100%**
(1.1(b) + 1.1(c)) ÷ (1.1) ∗ 100 = X 81 + 0 ÷ 81 = 1 ∗ 100 = 100%		

Arizona met the target.

<u>Data</u>

Data Source

Data are the same as the data submitted under section 618, Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act.

Valid and Reliable Data

Part B Arizona Annual Performance Report (APR) for FFY 2010

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data are the same as the data reported under section 618, Dispute Resolution, Table 7.

Explanation of Progress That Occurred for FFY 2010

During FFY 2010 Arizona issued 81 investigative reports. All reports were issued within the 60-day timeline. Arizona was able to maintain the 100% target because of ongoing communication between the director of Dispute Resolution and complaint investigators, in addition to weekly monitoring of timelines by the Dispute Resolution director and Dispute Resolution coordinator.

Discussion of Improvement Activities Completed for FFY 2010

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 within 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	Activities completed as of 12/31/08. Internal procedures were revised and investigators were notified.	7/1/08–12/31/08	ADE/ESS Dispute Resolution Director and Coordinator
	b) Implement revised procedures for submission by complaint investigators of draft Letter of Findings for review to Dispute Resolution director no more than seven days prior to the 60-day deadline	Activities completed from 7/1/10 to 6/30/11. Revised procedures were implemented in FFY 2009. Investigators are submitting draft letters prior to 60-day deadline for timely review by the Dispute Resolution director.	1/1/09–6/30/11	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	Activities completed as of April 2011. Dispute resolution brochure was revised and updated and is currently in circulation.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

	b) Disseminate brochure statewide and post on ADE/ESS Web site	Activities completed from 4/1/11 to 6/30/11. Revised and updated brochure was disseminated at local and statewide conferences and via the Parent Information Network Specialists.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010

# of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is extended by the hearing officer at the request of either party	# of adjudicated due process hearing requests	Actual Target Data for FFY 2010
6	6	**100%**
(3.2 (a) + 3.2 (b)) ÷ (3.2) ∗ 100 = X 2 + 4 ÷ 6 = 1 ∗ 100 = 100%		

Arizona met the target.

<u>Data</u>

Data Source

Data are the same as the data submitted under section 618, Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act.

Valid and Reliable Data

Part B Arizona Annual Performance Report (APR) for FFY 2010

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data are the same as the data reported under section 618, Dispute Resolution, Table 7.

Explanation of Progress That Occurred for FFY 2010

Arizona continues to maintain the 100% target and demonstrate compliance with this requirement. Success is attributed to a tracking system established by the Dispute Resolution unit that monitors the 45-day timeline, in addition to ongoing communication between the director of Dispute Resolution and the Arizona Office of Administrative Hearings. The implementation of the new resolution session tracking system has enabled the State to calculate and monitor the 45-day due process timeline appropriately in accordance with CFR § 300.510 (b) and (c).

Discussion of Improvement Activities Completed for FFY 2010

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish system that requires the administrative law judge (ALJ) 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”	Activities completed from 7/1/08 to 12/31/08. Procedures were revised by Dispute Resolution director and Office of Administrative Hearings personnel.		ADE/ESS Dispute Resolution Director Arizona Office of Administrati ve 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	Activities completed from 7/1/10 to 6/30/11. Procedures have been implemented and administrative law judges issue minute entries specifying the exact date.	1/1/09–6/30/11	ADE/ESS Dispute Resolution Director Arizona Office of Administrati ve Hearings
2) Develop a formal process to track 45-day hearing timelines	a) Develop a resolution session tracking form	Activities completed as of 12/15/09. Form developed by Dispute Resolution director to track the effectiveness of resolution sessions.		ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate tracking form to each PEA when a due process hearing is filed	Activities completed from 7/1/10 to 6/30/11. Dispute Resolution staff disseminated a tracking form to PEAs involved in 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	Activities completed from 7/1/10 to 6/30/11. Following a resolution session, or following a decision by the parties to a due process hearing to participate in mediation, the PEA is responsible for sending the tracking form to both ADE/ESS and the assigned ALJ. Based on the information provided in the tracking form, the ALJ is able to determine the exact date that the 45-day timeline begins.	12/1/09–6/30/11	ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings
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 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
4) Review and revise dispute resolution brochure	a) Revise and update brochure	Activities completed as of April 2011. Dispute resolution brochure was revised and updated and is currently in circulation.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site	Activities completed from 4/1/11 to 6/30/11. Revised and updated brochure was disseminated at local and statewide conferences and via the Parent Information Network Specialists.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Part B Arizona Annual Performance Report (APR) for FFY 2010

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	75%

Actual Target Data for FFY 2010

# of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements	# of hearing requests that went to resolution sessions	Actual Target Data for FFY 2010
19	34	**56%**
(3.1 (a) ÷ 3.1) ∗ 100 = X 19 ÷ 34 = 0.558 ∗ 100 = 56%		

Arizona did not meet the target.

<u>Data</u>

Data Source

Data are the same as the data submitted under section 618, Table 7, Report of Dispute Resolution, under Part B of the Individuals with Disabilities Education Act.

Valid and Reliable Data

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data are the same as the data reported under section 618, Dispute Resolution, Table 7. Arizona uses a Resolution Session Tracking Form, which is sent to each PEA, along with the Notice of Hearing, when a due process complaint is filed. This comprehensive form, which must be submitted to the ADE/ESS and the assigned administrative law

judge, provides, among other things, information about the date and outcome of each resolution session held.

Explanation of Progress That Occurred for FFY 2010

During FFY 2010, 34 resolution sessions were held pursuant to due process hearing requests, with 19 matters (55.8%) resulting in resolution agreements. This reflects progress from FFY 2009 (44.7%). Progress is attributed to efforts by Dispute Resolution staff to increase awareness of the resolution session requirements and the benefits of early and informal dispute resolution.

It is noteworthy that of the 56 due process complaints filed:

- 6 resulted in a fully adjudicated hearing;
- 8 were pending as of June 30, 2011;
- 19 were resolved through a formal resolution agreement;
- 3 were resolved via mediation agreement;
- 11 were resolved through a private settlement; and
- 9 were dismissed or withdrawn.

Thus, although Arizona did not meet its target of 75% on this indicator, of the 48 matters that were resolved by or before June 30, 2011, 33 or 68.8% were resolved by resolution agreement, mediation agreement, or a private settlement. This indicates that, overall, the State's due process system is successful in resolving due process complaints without the need for a fully adjudicated due process hearing.

Discussion of Improvement Activities Completed for FFY 2010

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	Activities completed from 7/1/08 to 9/1/08. Survey was developed by Dispute Resolution director.		ESS Dispute Resolution Director and Coordinator
	b) Field test survey and revise if appropriate	Activities completed as of 11/1/09. Survey was given to all participants in resolution sessions held during FFY 2008. Revisions were considered but deemed not necessary at this time.	9/1/08–6/30/09	ESS Dispute Resolution Director and Coordinator
	c) Implement survey for parties that participate in a resolution session	Activities completed from 7/1/10 to 6/30/11. Beginning 7/1/09, PEAs and parents participating in resolution sessions were provided with	7/1/09–6/30/11	ESS Dispute Resolution Director and Coordinator

		surveys for gathering data on resolution session effectiveness.		
2) Track resolution sessions to determine effectiveness	a) Develop a resolution session tracking form	Activities completed as of 12/15/09. Form was developed by Dispute Resolution director to track the effectiveness of resolution sessions.		ESS Dispute Resolution Director
	b) Disseminate tracking form to each PEA when a due process hearing is filed	Activities completed from 7/1/10 to 6/30/11. Dispute Resolution staff disseminated a tracking form to PEAs involved in a due process hearing.	12/1/09–6/30/11	ESS Dispute Resolution Director and Coordinator
	c) Use results of tracking form to collect and report data for Dispute Resolution, Table 7	Activities completed from 7/1/10 to 6/30/11. Dispute Resolution staff used this form to track all resolution session data for FFY 2010 and continues to use the form to collect such data.	7/1/09–6/30/11	ESS Dispute Resolution Director
3) Train PEAs and families on resolution sessions	a) Develop PowerPoint presentation for training PEAs and families	Activities completed as of 1/6/10. PowerPoint presentation was developed by director of Dispute Resolution.		ESS Dispute Resolution Director
	b) Train PEAs at various conferences throughout the year	Activities completed from 7/1/10 to 6/30/11. The director of Dispute Resolution gave the resolution session PowerPoint presentation at numerous regional and statewide workshops and conferences.	1/1/10–6/30/11	ESS Dispute Resolution Director
	c) Work with Arizona's Parent Training and Information Center (PTI) and ADE/ESS Parent Information Network Specialists (PINS) to train families throughout the year	Activities completed from 7/1/10 to 6/30/11. The director of Dispute Resolution worked collaboratively with the PINS and Arizona's PTI to schedule and develop a series of parent trainings on topics such	1/1/10–6/30/11	ESS Dispute Resolution Director

		as dispute resolution, including a focus on resolution sessions.		
	d) Train administrative law judges on resolution sessions	Activities completed as of 12/31/09.	1/1/10–6/30/11	ESS Deputy Associate Superintendent ESS Dispute Resolution Director External Consultant
4) Train PEAs on resolution session effectiveness	a) Identify qualified trainer	Activities completed as of April 2011. A qualified trainer was identified to present at the next Directors Institute.	10/1/10–5/1/11	ADE/ESS Dispute Resolution Director and Coordinator
	b) Provide training at a statewide conference	Activities planned as of 6/30/11. Two sessions on leading an effective resolution session will be offered at the next Directors Institute.	5/1/11–6/30/12	ADE/ESS Dispute Resolution Director and Coordinator
5) 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
6) Review and revise dispute resolution brochure	a) Revise and update brochure	Activities completed as of April 2011. Dispute resolution brochure was revised and updated and is currently in circulation.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site	Activities completed from 4/1/11 to 6/30/11. Revised and updated brochure was disseminated at local and statewide conferences and via the Parent	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

		Information Network Specialists.		

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	84.5%

Actual Target Data for FFY 2010

# of mediations held that resulted in mediation agreements	# of mediations	Actual Target Data for FFY 2010
20	29	**69%**
(2.1 (a) (i) + 2.1 (b) (i)) ÷ (2.1) ∗ 100 = X 3 + 17 ÷ 29 = 0.689 ∗ 100 = 69%		

Arizona did not meet the target.

Data

Data Source

Data are the same as the data submitted under section 618, Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act.

Valid and Reliable Data

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data are the same as the data reported under section 618, Dispute Resolution, Table 7.

Explanation of Slippage That Occurred for FFY 2010

Part B Arizona Annual Performance Report (APR) for FFY 2010

Arizona experienced slippage as compared to FFY 2009 (85.7%) and did not meet its target of 84.5% for FFY 2010. The slippage may be due to the increasingly complicated nature of the disputes. Arizona maintains a list of independent contractors to serve as mediators. The mediators are required to complete a 40-hour course in mediation, have 20 hours of hands-on mediation experience, and have a background in education. As part of their ongoing training, mediators have the opportunity to participate in quarterly mediator conference calls through the Mountain Plains Regional Resource Center and attend the ADE's annual Directors Institute, which includes a full-day private training specifically tailored for State administrative complaint investigators, administrative law judges, and mediators.

Information about Arizona's mediation system is disseminated to PEAs through trainings and conferences, and upon request. Additionally, the director of Dispute Resolution works closely with ADE's Parent Information Network Specialists to ensure that information on mediation is widely disseminated to parents.

Discussion of Improvement Activities Completed for FFY 2010

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Review and revise, if appropriate, mediation survey	a) Review mediation survey and results to determine participant satisfaction and feedback	Activities completed from 7/1/08 to 6/30/09. Survey was reviewed by Dispute Resolution director.	7/1/08–6/30/09	ESS Dispute Resolution Director and Coordinator
	b) Revise mediation survey, if appropriate, based on review and analysis	Activities completed from 7/1/08 to 6/30/09. Dispute Resolution director, after review and analysis, determined that revision of survey was not necessary.	7/1/09–9/1/09	ESS Dispute Resolution Director and Coordinator
	c) Implement revised survey	Activities completed from 7/1/10 to 6/30/11. Mediation survey was distributed to all participants when mediations were complete.	9/1/09–6/30/11	ESS Dispute Resolution Director and Coordinator
2) Train mediators on current developments in special education law	a) Invite mediators to attend the ADE/ESS Directors Institute	Activities completed as of June 2011. Mediators were invited to attend the ADE's annual 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	Activities completed from 7/1/10 to 6/30/11. The mediators participated in the quarterly conference calls.	7/1/10–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator TAESE
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 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
4) Review and revise dispute resolution brochure	a) Revise and update brochure	Activities completed as of April 2011. Dispute resolution brochure was revised and updated and is currently in circulation.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator
	b) Disseminate brochure statewide and post on ADE/ESS Web site	Activities completed from 4/1/11 to 6/30/11. Revised and updated brochure was disseminated at local and statewide conferences and via the Parent Information Network Specialists.	7/1/11–6/30/13	ADE/ESS Dispute Resolution Director and Coordinator

Additional Information Required by the OSEP APR Response Table for This Indicator

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Part B Arizona Annual Performance Report (APR) for FFY 2010

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.

Target Data for FFY 2010

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010

96.54%

Arizona did not meet the target.

Data

Data Source

Arizona collects the 618 data and the SPP/APR data 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;
- Arizona Safety Accountability for Education (AZ SAFE), a Web-based system for PEAs to submit data on the discipline elements;

- Annual Special Education Data Collection, a Web-based system for PEAs to submit data on the preschool transition, personnel, and exit elements;
- The preschool assessment Web-based data collection system, the method for PEAs to submit preschool outcome data;
- 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.

Data Description

Based on the Part B Indicator 20 Self-Scoring Rubric, Arizona's results for submission of timely and accurate data were 93.18% for FFY 2010.

- Child Count and Educational Environment, due February 2, 2011, was submitted on time but was not accurate. This data applied to Indicators 4, 5, 9, and 10.
- Personnel, due November 2, 2011, was submitted on time and was accurate.
- Exit, due November 2, 2011, was submitted on time and was accurate. This data applied to Indicators 1 and 2.
- Discipline, due November 2, 2011, was submitted on time and was accurate. This data applied to Indicator 4.
- Dispute Resolution, due November 2, 2011, was submitted on time and was accurate. This data applied to Indicators 16, 17, 18, and 19.
- Assessment, due December 15, 2011, was submitted on time and was accurate. This data applied to Indicator 3.
- Maintenance of Effort/Coordinated Early Intervening Services, due May 1, 2011, was not submitted on time but was accurate.
- Annual Performance Report, due February 1, 2012, was submitted on time and was accurate.

Explanation of Slippage That Occurred for FFY 2010

Arizona experienced slippage of 4.52 percentage points from FFY 2009 (97.7%) to FFY 2010 (93.18%). The decrease is due to an incomplete submission of Child Count and Educational Environment data (Tables 1 and 3), as well as a delay in submission of Maintenance of Effort/Coordinated Early Intervening Services (MOE/CEIS) data (Table 8). While the Child Count and Educational Environment data was accurate in Arizona's summary tables and submitted on time via EDFacts, the text file produced from the summary tables (and used for submission) was inconsistent between the Limited English Proficient (LEP) detail and LEP totals and required subsequent correction. Steps in the data review process have been put into place to ensure data checks between summary tables and text files are adequate. The delay in submission of MOE/CEIS data was due to confusion regarding the new reporting method.

Although slippage occurred, Arizona continues to make progress with regard to accurate, valid, and reliable data collection, maintenance, and reporting by means of technical assistance to local school personnel. The ADE/ESS data management staff conducts trainings in regions throughout the State and via webinars to teach participants how to use the State Web-based data systems and to emphasize the importance of data accuracy and timeliness. Twenty-eight training opportunities were offered during this reporting year—14 trainings focused on child count and other data topics in fall 2010 and 14 trainings focused on annual data collection in spring 2011. In all, 992 attendees were trained through regional data workshops, at the annual Directors Institute, and through webinars. The ADE/ESS data management Web site was used to access historical data and provide additional resources for PEA data specialists and business managers (http://www.azed.gov/special-education/funding/data-management/).

Part B Arizona Annual Performance Report (APR) for FFY 2010

Arizona has multiple validity and reliability checks in place and follows the principles of the Critical Elements document. The ADE/ESS uses the edit checks built into the data transmission sheets to ensure accuracy. The State also investigates the unusual variances identified by the Data Accountability Center (DAC) to determine the validity of the submitted information. ESS understands the importance of timely and accurate data and improves internal processes on an ongoing basis.

Discussion of Improvement Activities Completed for FFY 2010

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Review and revise 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	Activities completed from 10/1/08 to 6/30/09. The ADE/ESS contributed to the review and revision of SAIS by supporting full-time equivalent (FTE) positions, including two programming analysts and an architect/project lead.	10/1/08–6/30/09	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Coordinator
	b) ADE/ESS will meet with Information Technology (IT) staff periodically to revise procedures as necessary and address problems	Activities completed from 7/1/10 to 6/30/11. The ESS/IT Technical Review Team met bi-monthly from 7/1/10 to 2/1/11. Beginning in spring 2011, the ESS/IT Technical Review Team was re-formed and became two separate Scrum meetings (one intra-agency and the other specific to ESS, formerly called the ESS/IT Technical Review Team). These meetings were facilitated by IT and met bi-weekly to address SAIS and non-SAIS data collection issues, prioritize SAIS and non-SAIS development projects, and review timelines for data submissions.	3/1/09–6/30/11	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Coordinator IT Staff
	c) ADE/ESS will write business rules for the SAIS revisions	Activities completed from 7/1/09 to 6/30/10. ESS collaborated with IT business analysts to develop and revise rules for SAIS revisions on an	7/1/09–6/30/10	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management

		as-needed basis.		Coordinator IT Staff
	d) ADE/ESS will analyze SAIS operations for timely and accurate collection and reporting of special education data	Activities completed from 7/1/10 to 6/30/11. The ESS/IT Technical Review Team met bi-monthly from 7/1/10 to 2/1/11. Beginning in spring 2011, the ESS/IT Technical Review Team was reformed and became two separate Scrum meetings (one intra-agency and the other specific to ESS, formerly called the ESS/IT Technical Review Team). These meetings were facilitated by IT and met bi-weekly to address SAIS and non-SAIS data collection issues, prioritize SAIS and non-SAIS development projects, and review timelines for data submissions.	7/1/09–6/30/11	ADE/ESS Deputy Associate Superintendent, Directors, and 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	Activities completed from 7/1/09 to 6/30/10. ESS met with other ADE sections/stakeholders (School Safety & Prevention, Early Childhood Special Education, School Finance, Office of English Language Acquisition Services, and ADE/ESS areas (Comprehensive System of Professional Development, Dispute Resolution) periodically, established and reviewed timelines and procedures, identified issues, and resolved problems that affected processing of special education data.	3/1/09–6/30/10	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Coordinator IT Staff

	b) ADE/ESS will analyze and refine internal procedures for processing and reporting special education data	Activities completed from 7/1/10 to 6/30/11. ADE/ESS analyzed internal procedures and timelines, identified issues, and resolved internal problems that affected processing of special education data. The following changes were made to applications: ESS Annual Data: • Modified the Preschool Transition area to improve data collection requirements for Indicator 12. ESS Census/SPED Participation data (child count/environment): • Revised ethnicity and race data elements to comply with federal reporting requirements. • Revised data extract procedures to ensure consistency and enhance tracking of data. • Developed additional technical assistance documents for PEAs, including a special education census "Dos and Don'ts" list.	7/1/09–6/30/11	ADE/ESS Deputy Associate Superintendent, Directors, and Data Management Coordinator IT Staff
3) Provide SPP/APR Indicator data to each PEA in secure format	a) Develop Data Profiles each federal fiscal year	Activities completed from 7/1/10 to 6/30/11. ADE/ESS contracted with a third party to develop PEA Data Profiles to include Indicator Report and Report Card for FFY 2009.	7/1/10–6/30/13	ADE/ESS Directors and Data Management Specialist

	b) Disseminate Data Profiles each federal fiscal year	Activities completed from 7/1/10 to 6/30/11. ADE/ESS contracted with a third party to generate user names and passwords for special education administrators allowing each PEA to access PEA Data Profiles via a secure Web-based application.	7/1/10–6/30/13	ADE/ESS Directors and Data Management Specialist
4) 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 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 Directors and Data Management Specialist ADE IT Staff
	c) ADE/ESS will analyze SAIS operations for timely and accurate collection and reporting of special education data		7/1/11–6/30/13	ADE/ESS Directors and Data Management Specialist ADE IT Staff
	d) Investigate the creation of two FTE positions: 1) a PEA data support, and 2) an IT SAIS developer		7/1/11–6/30/13	ADE/ESS Directors and Data Management Specialist
5) Provide information to PEAs about data accuracy and timeliness	a) Develop webinars and workshops for PEAs		7/1/11–6/30/13	ADE/ESS Directors and Data Management Specialist
	b) Conduct data workshops at annual Directors Institute		7/1/11–6/30/13	ADE/ESS Directors and Data Management Specialist
	c) Conduct webinars and workshops for PEAs		7/1/11–6/30/13	ADE/ESS Directors and Data Management Specialist

Part B Arizona Annual Performance Report (APR) for FFY 2010

Part B – Indicator 20 Self-Scoring Rubric

Part B Indicator 20 – SPP/APR Data			
APR Indicator	**Valid and Reliable**	**Correct Calculation**	**Total**
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	0	1	1
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	39
APR Score Calculation	**Timely Submission Points** – If the FFY 2010 APR was submitted on time, place the number 5 in the cell on the right.		5
	Grand Total – (Sum of the subtotal and Timely Submission Points) =		44.00

Part B Indicator 20 – 618 Data					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Date Note Requests**	**Total**
Table 1 – Child Count Due Date: 2/2/11	1	1	1	1	4

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Table 2 – Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/2/11	1	1	0	NA	2
Table 4 – Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 – Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 – MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	20
618 Score Calculation			**Grand Total** (Subtotal X 2.045) =		40.91

Indicator 20 Calculation	
A. APR Grand Total	44.00
B. 618 Grand Total	40.91
C. APR Grand Total (A) + 618 Grand Total (B) =	84.91
Total N/A in APR	0
Total N/A in 618	2.0454
Base	**87.95**
D. Subtotal (C divided by Base*) =	0.965
E. Indicator Score (Subtotal D x 100) =	96.54

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618.

Additional Information Required by the OSEP APR Response Table for This Indicator

Statement from the Response Table	State's Response
In reporting on Indicator 20 in the FFY 2010 APR, the State must use the Indicator 20 Data Rubric.	Arizona used the Indicator 20 Data Rubric in the FFY 2010 APR.
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	Arizona reviewed its improvement activities for Indicator 20.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011

There are no revisions for FFY 2011.

Attachments

The following are attachments to the FFY 2010 APR:

Attachment 1

- List of Acronyms and Terms

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Attachment 1 List of Acronyms and Terms

AAC	Arizona Administrative Code
ADE	Arizona Department of Education
AEEB	Arizona Education Employment Board
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
ARS	Arizona Revised Statutes
ASAMA	Arizona Students Achieving Mathematics Academy
ASVL	Annual Site Visit Log
AYP	Adequate Yearly Progress
AZCoPT	Arizona Community of Practice on Transition
AzEIP	Arizona Early Intervention Program for Infants and Toddlers
AZHSRI	Arizona High School Renewal and Improvement Initiative
AZ SAFE	Arizona Safety Accountability for Education
AZ TAS	Arizona Technical Assistance System
CACM	Corrective Action Compliance Monitor
CAP	Corrective Action Plan
CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CoP	Community of Practice
CSPD	Comprehensive System of Personnel Development
CTE	Career and Technical Education

CTT	Community Transition Team
DAC	Data Accountability Center
DBHS	Division of Behavioral Health Services (Arizona)
DDD	Division of Developmental Disabilities (Arizona)
DI	Directors Institute (Arizona)
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
IEP	Individualized Education Program
IGA	Intergovernmental Agreement
IT	Information Technology
LEP	Limited English Proficient
LRE	Least Restrictive Environment
M Team	Monitoring Team (Arizona)
MOE	Maintenance of Effort
MPRRC	Mountain Plains Regional Resource Center
NASDSE	National Association of State Directors of Special Education

NCCRESt	National Center for Culturally Responsive Educational Systems
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
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 and Information Center
PWN	Prior Written Notice
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
SPDG	State Personnel Development Grant
SPP	State Performance Plan
STMP	Secondary Transition Mentoring Project
SUMS	Special Education Using Mathematics for School Improvement

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SW-PBIS	School-Wide Positive Behavioral Interventions and Supports
TA	Technical Assistance
TAESE	Technical Assistance for Excellence in Special Education
WRR	Weighted Risk Ratio

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Printed in Phoenix, Arizona, by the Arizona Department of Education