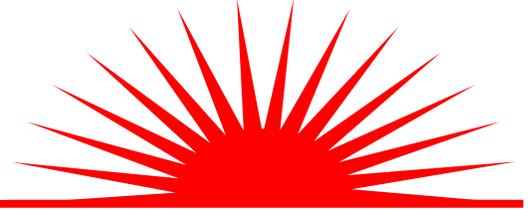




State of Arizona
Department of Education
Exceptional Student Services



Special Education Monitoring Alert



August 2016

Alert to Special Education Directors—Monitoring for 2016

Results-Driven Accountability (RDA) prescribes a balance of outcomes and compliance in monitoring. A balanced approach, which focuses on both procedural compliance and outcomes, ensures good outcomes for students with disabilities.

Arizona is responding to the Results-Driven Accountability directive by monitoring for both procedural compliance and outcomes. Beginning this year, both procedural compliance and outcomes will be looked at for every school every year through a tiered system of monitoring. ADE will be utilizing a risk-analysis tool to determine the level of support for each local education agency (LEA). Each LEA will be provided monitoring and technical assistance based on the LEA's specific needs as identified on the risk analysis. Once an LEA is assigned to a level of support, specific monitoring activities will be conducted to support both procedural compliance and outcomes. Listed below is an overview of the activities for each level of support. Your program specialist will provide you with more detailed information.

Independent Level of Support

In the Independent level of support, all LEAs in this level will have the potential for an on-site monitoring. Randomly selected, 5% of LEAs in each county will have a formal on-site monitoring. For the schools not randomly selected for the on-site, the program specialist will conduct an annual site visit in which there will be one full file review and review of data for 100% compliance on the 60-day initial timeline and on transition plans for students age 16 or older.

Guided Level of Support

The Guided level of support provides assistance in developing an action plan for an area identified on the risk analysis, as well as carrying out a file review monitoring. The LEA will have one year to implement the action plan. At this level, the LEA will review files independently and provide results to the program specialist assigned, in addition to preparing the action plan.

Direct Level of Support

The Direct level of support includes the EDISA (Examining Data to Improve Student Achievement) process, in which the LEA analyzes data to discover the root cause for why students with disabilities are not achieving at the same rate as their nondisabled peers. An action plan will be developed and implemented. In addition, a file review monitoring will be conducted.

Diane M. Douglas, Superintendent of Public Instruction

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The system is designed to provide a balance of procedural compliance and enhanced outcomes for students with disabilities. Your program specialist will be working with you in setting up the activities specific to your LEA.

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