

SEAP Meeting Minutes

January 29, 2019

Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N. Central Ave, Room 16-100/101, Phoenix, AZ on January 29, 2019. The meeting was called to order at 9:33 a.m.

Quorum

Members Present

Lisa Aaroe, Julie Bartanen, Kristina Blackledge, Lara Bruner, Megan Conrad, Susan Douglas, Robert Gilmore, Nicole Guysi, Cecilia Hartke, Paul Johnson, Sophia Lenny, Leanne Murrillo, Judith Shideler, Christopher Tiffany, Susan Voirol, Mary Wennersten, Nancy Williams

Members Not Present

Kresta Horn, Cathy Humphrey, Kathleen Puckett, Heidi Sinkovic

Approval of minutes from the meeting on November 6, 2018

Ms. Douglas moved to add members present for the meeting to minutes; Mr. Tiffany second; **motion carried**. Motion to approve with edits from Ms. Williams; Ms. Murrillo second; **motion carried**.

Reports

Reports from the field

Paul Johnson

- Bill in Legislature to increase funding to juvenile detention centers

Ceci Hartke

- Concern about caseloads of special education teachers and fulfilling the needs on IEPs

Megan Conrad

- Federal reviewer from ESSA spoke with Department of Child Safety
- Education guide for people 14 and older who are in foster care is coming soon

Nicole Guysi

- Disconnect between what parents request for inclusion and what schools are able or willing provide
 - Lack of understanding on both sides on how to communicate or a lack of knowledge of law

Judith Shideler

- Conversations about how to improve achievement scores
 - What works, what doesn't
 - Figure out how to be better

Leanne Murrillo

- Students are graduating and are scared to get out in the community and to be leaving high school

Nancy Williams

- Concerned about students transition out of school
- Toured a Day Treatment for Adults (DTA) and was sad as an educator
 - We try to engage students with multiple disabilities and it is sad to see them sitting in a room and not being stimulated
- Have a transition meeting (not an IEP meeting) to determine students' strengths and interests and realistic goals

Christopher Tiffany

- Echoes what Ms. Williams says about transition
- Raising Special Kids sees the Menu of Assessments as a growing concern for students with disabilities

Mary Wennersten

- International Dyslexia Association conference in November
- Discussed risk indicators and early identification- assessments and measures being used as early as preschool
- A lot of states have passed legislation to focus on early identification risk indicators
- Teachers content knowledge- ADE's Teaching Reading Effectively module shows 68% growth over five days
 - The question then becomes how you sustain and get leadership involved

Robert Gilmore

- National Association of Private Special Education Centers (NAPSEC) Conference
- Adult leaders in private special education across country had an unplanned three-hour meeting about what to do for students
 - Talk about next step earlier with parents
 - Certified service providers in schools but not in adult life
- How do we assess the student and guard the dignity of the child?
- Sending teacher to ADE to get severe/profound credential
 - They are being told not it is not needed because they already have cross-categorical
 - Would like to hear from ADE Certification

Julie Bartanen

- Thinking about other transitions: preschool transition, transition to middle school and into high school- a lot of anxiety on both ends
- Teachers of sensory impairment- students get missed for assessment
- Staffing concerns have a big impact

Lara Bruner

- Survey of all gen education and special education teachers on teaching students with disabilities
 - Co-taught model the biggest issue because of all the different people doing the teaching
 - Sometimes parents want co-taught whether or not it is in the best interest of the child
- Caseload- some states have a role doing the caseload work and it is a credential
- Social-emotional support- what are we doing for the students?
- Menu of Assessments- differences of available accommodations
- Teachers- legislature is making tax cuts with other groups
- As a parent, proud that daughter started with a VR counselor

Kristina Blackledge

- Concerns about accessing VR- charter schools and implementing services
- Transition and vocational services- a recent news report about schools letting down students in VR
- Owns and runs a private placement day school- writing transition plans did not come from family, placing district, or DDD
- Propose getting more info about transitional living programs and independent living, especially while in college
- Early intervention and efficacy that create a better return on investment, maybe use resources earlier in education than later

Susan Douglas

- Adult homeless super seniors- there is so little being addressed for homeless adults in school
 - Ignored unless in an abusive situation
 - Wants parents to come and advocate for these students

- From charter standpoint- 28 students have been dumped onto her school and are being counseled out before assessment
- They are not counted past 100 days, so there is no funding
- Hopes someone is looking at them after October count

Susan Voirol

- Developmental Disabilities Planning Council is funding a transition study to find best practice models and the challenges and gaps in state- just starting
- Helping to facilitate a group to develop a comprehensive transition guide for students
 - The intention is for the family to understand VR when ready
- Transition is about bringing the proper team together, not for teachers or families to do it all alone
 - Arizona has to work on infrastructure: resources, training, etc.
 - Do something early to see changes
- Providers of Pre-ETS are not getting into schools

Lisa Aaroe

- Notices that she is the fifth person today to bring up caseloads- policies and caseloads vary across state
- Morale and new staff training comes into play, especially training regarding vouchers and grants
- The cost of private day schools is draining budgets
- Proposes that AZ CASE, CEC, SEAA, and ADE create Az-TAS for new directors
- As a parent, always dreamed about one place for digital resources for parents at all student ages

Sophia Lenny

- Concern about students with 90 days of absences and moving to homebound services

Student Outcomes

Chris Brown, ESS Director of Operations and Connie Hargis, SPP/APR Specialist

Indicators 1 (Graduation) and 2 (Dropout Rate)- Federal Fiscal Year 2016 data (School Year 16-17)

Graduation is defined as a four-year cohort adjusted by students who transfer, are in home school, or are deceased, and it includes civics test. Super seniors are not counted.

- State target is 80%- 68.98% in FFY 16- the rate is consistently in the mid to high 60s. Ms. Hargis and Mr. Brown took questions about the definition of cohort.

Dropout definition is being enrolled in the previous school year, did not graduate, and was 14-21 years old. Arizona has been consistently under target since 2013. 'Absence- Status Unknown' is the biggest contributor to dropout rate. Important to note that students can graduate in more than four years but will never be counted.

Mr. Brown and Ms. Hargis took questions and feedback from the panel

Everyone can encourage their district to investigate data within the district

- Data dashboard (local level) is coming soon- more detailed view of data- goes to student level

Secondary Transition

James Rivera, ESS Director of Special Projects and Andi Asel, Lead Transition Specialist

- The job of the secondary transition team is to provide research, technical assistance, and professional development for best practices
 - They provide the how-to and not the have-to
- Ms. Asel went over the parts of the Transition Specialist role
- ESS has much better and cleaner data thanks to the efforts of the Programming Support and Monitoring unit's efforts

NTACT- Intensive TA pilot project

- Arizona had to demonstrate the ability of infrastructure to take on such a big project
- First cross-agency training in Florence soon- families, DDD, VR, etc. to demonstrate role in transition

Community of Practice (COP) on Transition

- Increasing development of local COPs
- Learning how everyone can work together

Arizona, California, and Colorado combine for a transition consortium that has a quarterly teleconference

Best practice focus

- Eight two-day regional training opportunities
- This year's focus is transition assessments and career development
- Targeted trainings- can do whatever the team needs
- Several conference presentations, nationally and across the state
- Data collected from the project show that participants significantly improve from the training days.

This is the last year of the NTACT project, but the team plans to continue to improve for the future

Ms. Asel took questions and comments from the panel. A request was made for the Transition Conference to include one weekend day in the future so that parents can more readily attend.

The data sharing agreement (presentation from November SEAP meeting) already proves to be hugely advantageous to ADE and Arizona's Vocational Rehabilitation program.

Introduction and Questions

Kathy Hoffman, Superintendent of Public Instruction

Superintendent Hoffman gave a brief background of her life as an educator

Top priorities are to restore ADE as an agency of service, to elevate the profession of teaching, and to identify what data should be shared and then to share it.

The growing teacher shortage is a crisis in the state. Collaboration in a supportive environment is what is best for students. MTSS is not currently a focus, but Supt. Hoffman would be interested to hear if SEAP considers it worth a statewide focus.

Supt. Hoffman took questions and comments from the panel.

State Systemic Improvement Plan (SSIP) Update

Angela Odom, ESS Director of Program Support and Monitoring and Heather Raitchel, SSIP Lead Specialist

Targeted PEAs will increase the performance of students with disabilities in grades 3-5 on the English/Language Arts (ELA) state assessment from 6.4% to 12.99% by FFY 2019 to meet the State proficiency average for students with disabilities in grades 3-5. (Baseline data from FFY 2015)

- Progress is increasing, but slower than hoped.
- The first cohort is comprised of 18 PEAs; second has 10 PEAs.
- All SSIP PEAs complete the Success Gaps Rubric, which helps them assess level of implementation of evidence-based practices.

Cohort One: 10 of the 14 PEAs that submitted benchmark data showed a rise in student proficiency (71%). Assessment Unit at ADE may be able to supply data to help fill in missing data.

Learning Walks Protocol is key to the SSIP's success. It looks for strengths and trend data. PEAs are supported in the Fall, work on their own in the Winter, and are supported again in the Spring. Participant survey data shows that educators find the protocol very valuable and helpful.

76% of PEAs improved from 2017 to 2018.

Upcoming dates:

- February 28- PEA benchmark data due
- March 8- PEA review of action plan progress submitted
- May 3- self-evaluation and rubric completion (post)
- June 14- end of year PEA benchmark data due
- April 1- SSIP report submitted to OSEP

Indicator 7

Suzanne Perry, ADE Director of Early Childhood Special Education

Teaching Strategies GOLD measures the progress of 3-to-5-year-olds. It measures students' positive social-emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs in response to two statements:

1. Children Who Made Gains
2. Children Performing Like Same Aged Peers

TS GOLD offered a new platform for the 2016-17 school year. It is open for students up to 8 years old. Both statements showed drastically changed measurements- so drastic that validity is called into question.

The panel had only a couple of questions for Ms. Perry

Assessment and Accountability

Audra Ahumada, Deputy Associate Superintendent, Assessment Section

Alternate Assessment data from Spring 2018

State-level summaries are trending up; County-level summaries show mostly growth year by year. Students who take MSAA (Alternate Assessment) and do not complete count as having taken and are assigned the lowest proficiency rate (as opposed to being counted as not having taken it).

Accessibility

Most utilized tools are highlighters, line reader, and Text to Speech, and mostly in primary grades. Accommodation Task Force began a review of Text to Speech (TTS) and Speech to Text (STT) and of ELA standards. Developed a proposal for Arizona's Technical Advisory Committee to allow TTS for reading passages for all students. Has begun gathering more information about STT. Currently AzMERIT (Math and Writing only) and AIMS Science allow Text to Speech as a tool for any student

Menu of Assessments

State Law 15-741.02: Beginning 2018-2019 allows high schools to select an assessment in lieu of the Statewide Assessment (AzMERIT). Beginning 2019-2020, AzMERIT could no longer be an option. Its future is uncertain just now.

Funding has not been determined yet- it may become a reimbursement model.

The panel had many, many questions for Ms. Ahumada. The biggest concerns involved accommodations and compliance with ESSA for other assessments on the menu, including SAT and ACT. If AzMERIT goes away, support cannot come from ADE any longer- support would have to come from each vendor. There are also concerns about determining how assessments compare to one another for state reporting data and then the ramifications about federal funding from ESSA and IDEA.

Ms. Ahumada further encourages PEAs to make use of the available accommodations.

SEAP Business

Consideration of Items for Advisement

- none

Consideration of Committee Work Needed

- Subcommittee formed to compose a letter to the State Board of Education regarding the panel's concerns about the Menu of Assessment

Key Points from Meeting

- Transition
- Inclusive Practices

Agenda Items for Next Meeting

- Certification

The meeting adjourned at 3:39 p.m.

Next meeting

March 5, 2019 at 3300 N. Central Ave, room 16-104