

Public Comments from the FFY 2020 Target Setting Surveys

Indicator	Comments/Suggestions/Strategies for Improvement
Indicator 1	Steady increase is evident and should continue to be evident.
Indicator 1	I would like to understand how individuals who exit at age 22 without a regular high school diploma are counted, and what the number in this population statewide is.
Indicator 1	I think many more students could follow through with graduation if there was a strict 4-year plan. Some students just need more time. We allow college students to take only a few classes at a time, so why not give special 1 less class per year with support to help them graduate.
Indicator 1	Perhaps consider analyzing data around most failed courses that have to be retaken and then consider strategies for teachers to improve those outcomes to lead to a higher graduation rate. I also think that more training for gen ed teachers around disability would be helpful in student success rates.
Indicator 1	This is mile stone for all, it is important that we make it achievable for all of our students.
Indicator 1	We need more specialized teachers to help children access education in order to graduate. There should be better training than the typical special education degree to help our students. I have found that special ed teachers often do not have the necessary knowledge in how to actually deal with our children.
Indicator 2	I would imagine this ties to decisions that were made around going to virtual learning during COVID. It seems imperative that we figure out where these youth went and work to re-engage them in their education.
Indicator 2	I am wondering how transition planning and vocational training for students with IEPs are inter-related. In other words, how many SWD are enrolled in vocational classes or centers?
Indicator 2	We need more specialized educators to prevent dropouts.
Indicator 4	Any suspension or expulsion for a student with a disability should be considered very seriously and fully. Is this a deficit in the child or the establishment? Don't give up on the student when really there is a problem with supports and services.
Indicator 4	Increased training around alternatives to suspension and expulsion.
Indicator 4	I would like to see an analysis of the 'n' size options.
Indicator 4	in school suspensions and asking parents to pick up their child early on a consistent basis should be considered and required to be part of these measures
Indicator 5	Co-teaching or team-teaching training could help students be included more frequently in a gen ed setting.
Indicator 6	Funding prevents us from having fully inclusive preschool programs. We lost FTF slots and then couldn't afford to run as many programs.
Indicator 6	Provide more funding for districts to staff and implement more of a team-teaching or itinerant model in gen ed preschool.
Indicator 6	How can we approach strategies with PSA's for families to enroll their students in preschool programs?

Indicator 6	I hope early childhood educators and special educators will work collaboratively to help improve the students.
Indicator 6	I taught for 20 year in an integrated/inclusive preschool and am now the coordinator in a district which is 100% self-contained. While my current district is lower SE, the day-to-day differences in the students and the program is night and day from my experiences in the classroom with a 50-50 model. I am in FULL support of moving to inclusive preschool programs for our special needs preschoolers!!! Please!! I know it will be hard but there are successful districts/programs out there so we should capitalize on their experiences to support other programs in shifting.
Indicator 6	It is hard to have student participate in gen environments when community preschool isn't fully funded and we have such a staff shortage.
Indicator 6	Please be careful as a state to not push inclusion /LRE data by "just leaving them where they are" over pushing to provide monies, training, access, etc. for high quality, appropriate learning environments for all children within our AZ districts.
Indicator 6	Seems like the best way to ensure our children with special needs are fully included and accessible to services would be to have high quality preschools for all children in each district - either tuition based, or state/district funded... These schools/programs should be taught by certified early childhood teachers that intentionally collaborate with sped teams. Ideally teacher preparation programs should be offering early childhood special education training.
Indicator 6	Until the state or federal government funds preschool for all, it is going to be extremely difficult to create truly inclusive practices. You can't force parents to send their typical kids to preschool in order to create that general education environment, as attendance is not mandatory like grade school and it costs money that not everybody has.
Indicator 8	I think parent satisfaction would also be influenced by a parent's knowledge of the IEP process, parental rights, good SMART goals, and overall involvement in the IEP process.
Indicator 8	I think we need to address alternative methods for parents to complete the survey. We have many parents who do not read in their native language or in English need to have the survey read to them. They feel uncomfortable providing the information because they think it will be used against them by the state.
Indicator 8	Include trauma training for staff to include teaching kids how to self-regulate from a very early age based on Dr. Bruce Perry's work.
Indicator 11	Child find is imperative for early intervention and learning. These students should then be provided with inclusive practices in order to learn from peer modeling behaviors, respect, and turn taking. Don't lower the standard! There should be an expectation that all students are being served.
Indicator 11	High expectations to capture the needs of all of AZ's students should be imperative.
Indicator 11	Look at numbers of those children were denied evaluation or discouraged from asking for evaluation

Indicator 12	High expectations should be required of the state, district, school, and the student. No child should be left behind. Transition from EI to school and if found eligible for Part B implemented by their 3rd birthday into an inclusive preschool. NOT a school specific for kids with disabilities. There is no research to show this as a benefit but harmful.
Indicator 12	Please make a list posted on ADE available for LEAs to list points of contact
Indicator 13	As a mother to a child with disabilities, and a recent employee who works in transition, it seems there is a significant gap in equipping and preparing educators, parents/families and students for transition successfully. Conversations and planning need to be happening consistently; starting with the transition meeting into kindergarten, follow up of the transition plan in third grade when standardized tests such as Move On When Reading are implemented, followed up again in 6th grade before junior high grades, so when the transition meeting happens from 8th to 9th, and the transition program becomes more centralized in high school, educators, parents/families and students have been set up for success.
Indicator 13	More needs to be done for the student and parent. Transitioning should begin at the elementary school level. Avoiding separate classes and working on community for not just the student with a disability but all the students to learn and grow together. I am terribly disappointed by these numbers and the work that AZ has to do as at the state and local level.
Indicator 13	Require targeted training for those LEAs who did not score above 90%.
Indicator 13	Staff explained the PD outreach to schools in this area. Look at high schools where there is only one sped teacher on staff (or even just 2) and offer supports. suggest to districts that a member of sped staff serve as transition coordinator-- even if it seems to be on an itinerant basis. I think these downward data may reflect a staffing issue-- more supports are needed in the high schools.
Indicator 13	This is an area that is not consistently addressed. Plus youth must have options as to where they are to go next in their lives once HS is completed. Additionally, we must begin to have high expectations in the area of secondary transition.
Indicator 13	While the impact of COVID should be considered, the downward trend from 2015 should be investigated. Perhaps some research, a study into the content of the transition plans, a careful look at courses available, and the supports that districts give for transition planning are all factors to look at. ADE provides excellent resources in this area-- how well are they being used and implemented? This may also be a district staffing issue.
Indicator 14	look at the connections between students with IEPs, enrollment in vocational programs, and post school outcome data to better inform transition planning
Indicator 14	Make sure that all types of post-secondary options are readily available on the website for staff to know about.
Indicator 14	Since we are recovering from 1.5 years with COVID, I believe we need to increase at a lower pace than what I might say if we were not still struggling with the pandemic.
Indicator 14	Tend to have my responses a bit more conservative because we still don't know how long this pandemic will have an effect on things. Even after it has

	become more under control it will take several years to get back to some form of normalcy.
Indicator 14	Host post secondary visits for the special education community through the districts career services. Similar to how high schools have college reps visit and present at lunchtimes - but inclusive of all post-secondary options such as day programs, work programs or disability programs through colleges. This would allow the student to participate in their transition planning and motivate them to continue learning versus "graduate to the couch". It could also include self-advocate trainings (such as AZ Youth Leadership Forum or EPIC Roundtable discussions) so that the member is more aware of what is available to them. Additionally, it is more in line with best practice for person centered planning.
Indicator 14	I think this measurement is too narrow in focus. Being employed 90 days throughout an entire year does not define engagement to me. One term of higher education could equal only 6 weeks. We aren't setting the bar high enough. Individuals with disabilities should have better access to education and employment in the long term, not just for a short amount of time. We should have a better indicator of engagement than these short-term measurements.
Indicator 14	why don't we add an option for those students who attend day programs after high school?