

# Programmatic Monitoring Data and Compliance Pitfalls



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Director Check-in October 2026

## Participant Outcomes

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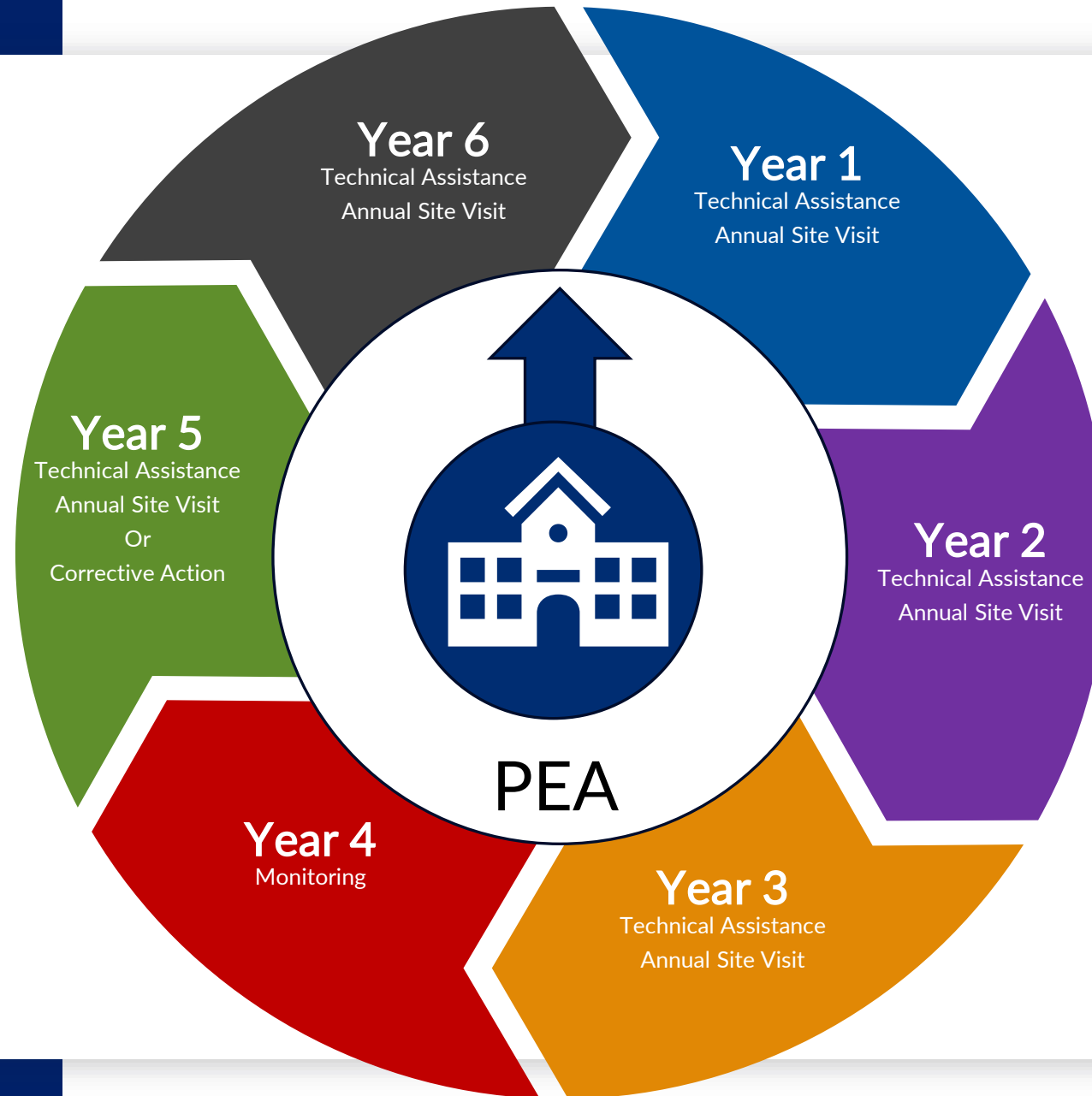
- Understanding statewide trends related to compliance calls
- Understanding common compliance issues
- Understanding available resources

# Cohort Comparison Data

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- Brief overview of the ESS PSM Monitoring cycle
- Compare the data set for the Public Education Agencies (PEAs) that repeated their monitoring cycle 6 years apart
- Organized by:
  - FY 2020 and FY2026 Cohort Data

# 6 Year Monitoring Cycle



# Trend Data

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- Organized by:
  - Higher levels of compliance
  - Lower levels of compliance
- Discuss common issues seen
- Discuss associated resources available

## Level of Compliance

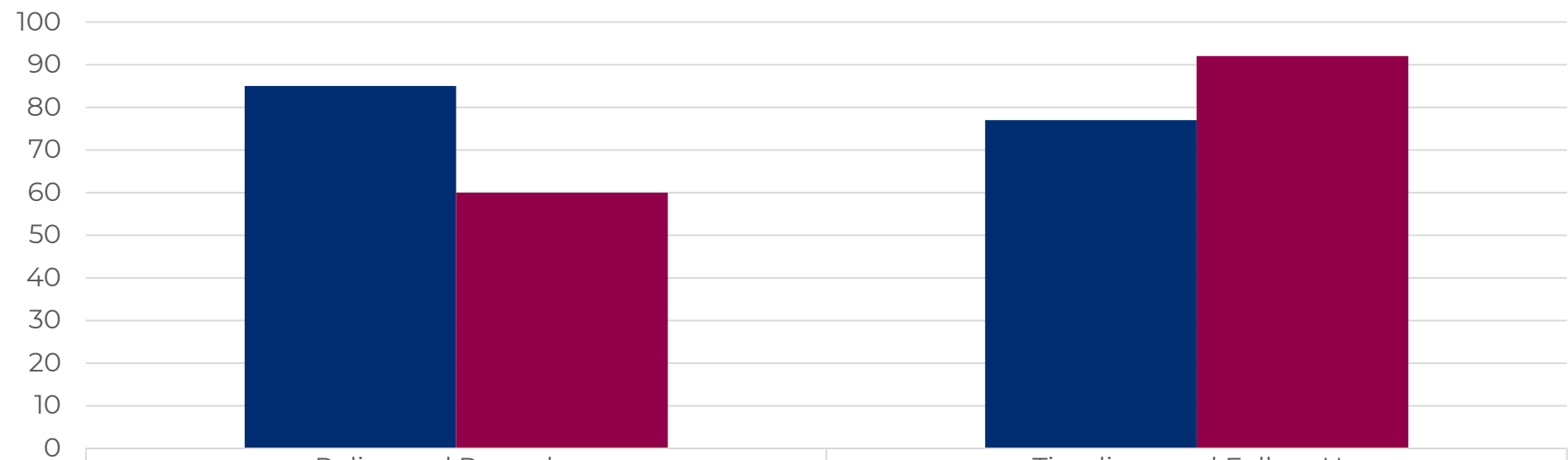
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Statewide trend of generally 90% compliance or higher= compliance; minimal discussion for this presentation.

Statewide trend of generally 89% compliance or below = areas for growth that will be discussed further in this presentation

# Child Find Trend Data

I.A.1-I.A.2



|                 |                      |                         |
|-----------------|----------------------|-------------------------|
|                 | Policy and Procedure | Timelines and Follow-Up |
| FY20%Compliance | 85                   | 77                      |
| FY26%Compliance | 60                   | 92                      |

## Areas of Compliance – Child Find

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| <b>Policy and Procedure</b>                  | <b>Timelines and Follow-up</b> |
|----------------------------------------------|--------------------------------|
| <b>Child Find disseminated to the public</b> | <b>45-day screeners</b>        |
|                                              | <b>In by 3</b>                 |

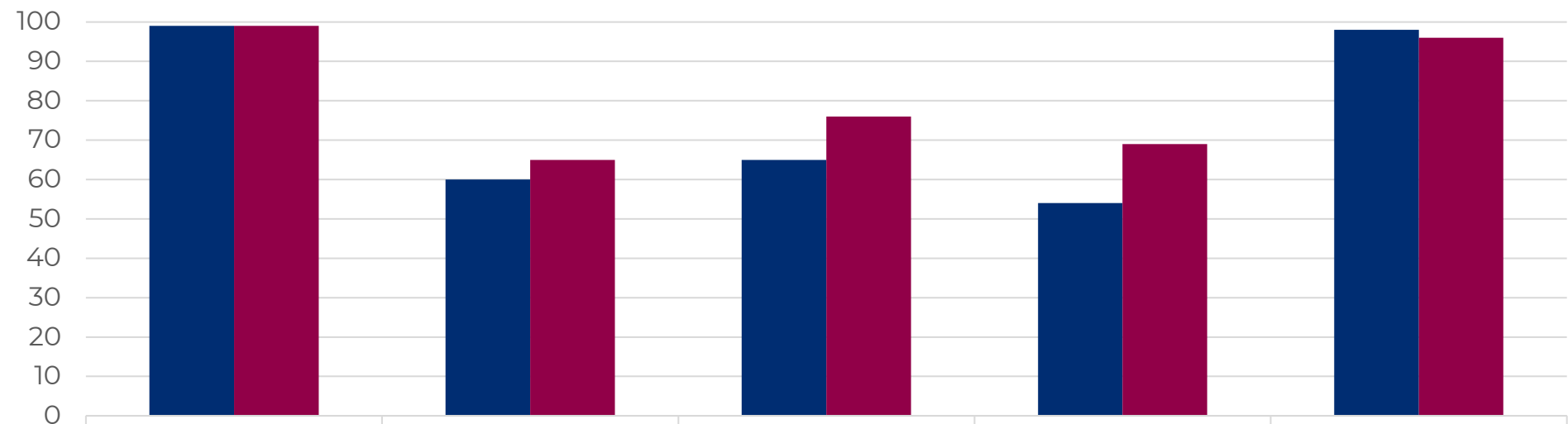
## Areas for Growth – Child Find

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| <b>Child Find Policy and Procedures</b>                                 | <b>Common Issue(s)</b>                                             |
|-------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Policies and procedures for Child Find and all special education</b> | <b>Polices only. Procedures are known but not in written form.</b> |
| <b>PEA meaningful consultation with private schools</b>                 | <b>Missing for homeschooled students</b>                           |
| <b>Birth to 5 Child Find Procedures</b>                                 | <b>PEAs not aware of this requirement</b>                          |

# Evaluation Trend Data

II.A.1-II.A.5



|                 |    |    |    |    |    |
|-----------------|----|----|----|----|----|
| FY20%Compliance | 99 | 60 | 65 | 54 | 98 |
| FY26%Compliance | 99 | 65 | 76 | 69 | 96 |

## Areas of Compliance – Evaluation

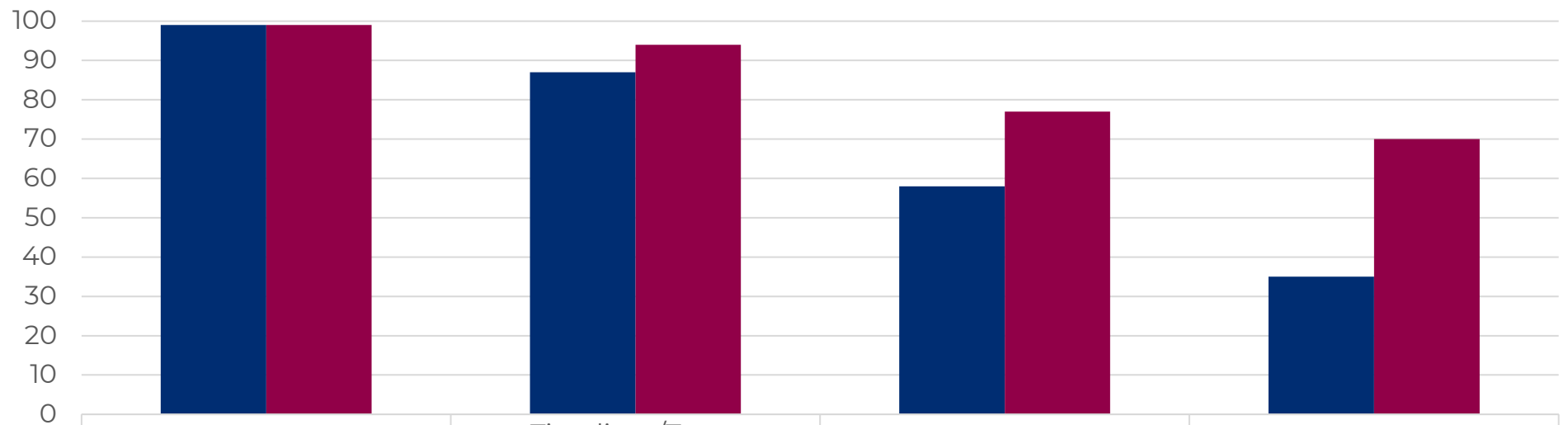
| <b>Review of Existing Data</b> | <b>Additional Data</b>                                      | <b>Eligibility Determination</b>                                                    | <b>Timelines</b>                    |
|--------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|
| <b>Current parent info</b>     | <b>Team determination</b>                                   | <b>Assessed in all areas of suspected disability</b>                                | <b>Current evaluations</b>          |
| <b>Parent request timeline</b> | <b>Parents informed of right to request additional data</b> | <b>Educational needs</b>                                                            | <b>Initial evaluation timelines</b> |
|                                |                                                             | <b>Impact of educational disadvantage</b>                                           |                                     |
|                                |                                                             | <b>Impact of English Language acquisition on progress in the general curriculum</b> |                                     |
|                                |                                                             | <b>Specific areas of eligibility</b>                                                |                                     |
|                                |                                                             | <b>Assessments to yield accurate results</b>                                        |                                     |

## Areas for Growth – Evaluation

| <b>Evaluation Components</b>                                                                          | <b>Common Issue/Misconception</b>                            |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Formal assessments</b>                                                                             | <b>Missing benchmark assessments for K-3</b>                 |
| <b>Current classroom-based assessments and observational data from teachers and service providers</b> | <b>Preschool files missing information from AZEIP</b>        |
| <b>Informed parental consent</b>                                                                      | <b>Areas to assess are not documented in an informed way</b> |
| <b>Impact of the disability and progress in the general curriculum</b>                                | <b>Non-individualized information</b>                        |
| <b>Additions/modifications for reevaluations</b>                                                      | <b>Non-individualized information</b>                        |
| <b>Eligibilities: SLD</b>                                                                             | <b>Data not synthesized</b>                                  |

# IEP Trend Data

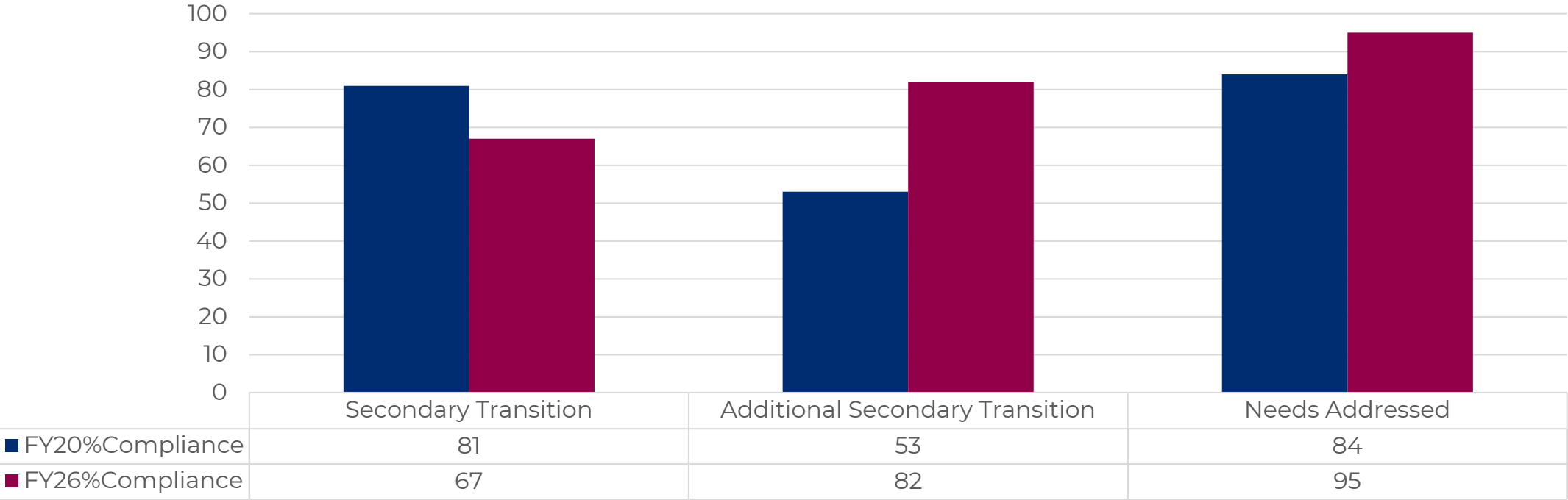
III.A.1-III.A.4



|                   |    |    |    |    |
|-------------------|----|----|----|----|
| ■ FY20%Compliance | 99 | 87 | 58 | 35 |
| ■ FY26%Compliance | 99 | 94 | 77 | 70 |

# IEP Trend Data cont.

III.A.6-III.A.8



## Areas of Compliance – IEPs

| Required Components               | Services                        | Timelines                     | Secondary Transition                   |
|-----------------------------------|---------------------------------|-------------------------------|----------------------------------------|
| PLAAFPs                           | Related services                | Current IEPs                  | Measurable post secondary goals (MPGs) |
| Alternate assessment requirements | ESY                             | Reviewed and revised annually | Student invited to the meeting         |
| IEP Team members                  | Supports for school personnel   |                               | Goals updated annually                 |
|                                   | Supplementary aids and services |                               | Annual IEP goals aligned to MPGs       |

## Areas for Growth – IEPs

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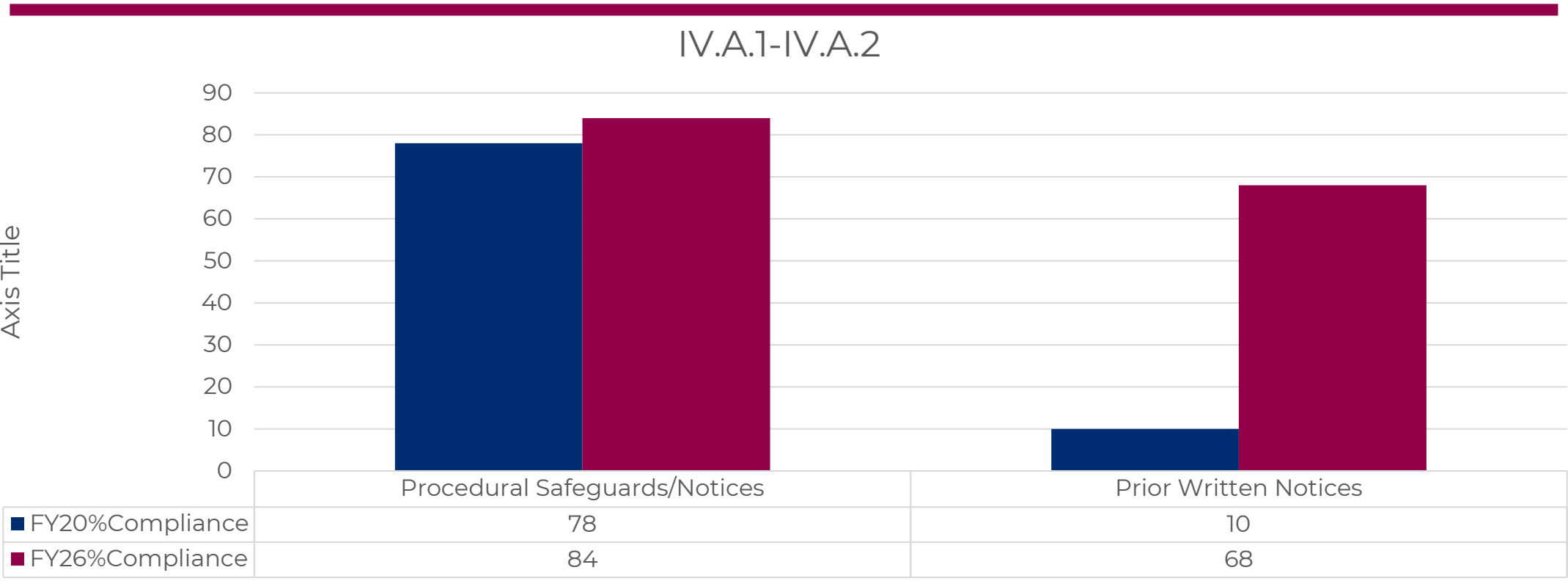
| Required IEP Components          | Common Issue/Misconception                    |
|----------------------------------|-----------------------------------------------|
| Measurable annual goals          | Subjective criteria                           |
| Progress Reporting               | Not provided at the required timelines        |
| Specially designed instruction   | Not specific or individualized to the student |
| Location, frequency and duration | Not specific                                  |
| LRE                              | Not specific or individualized to the student |

## Areas for Growth – Secondary Transition

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| <b>Secondary Transition</b>        | <b>Common Issue/Misconception</b>                                |
|------------------------------------|------------------------------------------------------------------|
| <b>Age-appropriate assessments</b> | <b>Missing strengths, interests, and preferences information</b> |
| <b>Courses of study</b>            | <b>Generic courses listed without explanation</b>                |
| <b>Service activities</b>          | <b>Not specific or individualized to the student</b>             |

# Procedural Safeguards and Notices Trend Data



## Areas of Compliance – Procedural Safeguards and Notices

| <b>Procedural Safeguards/Notices</b>                                  | <b>Prior Written Notices</b>                                     |
|-----------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Procedural Safeguards provided in the last 12 months</b>           | <b>Description of action proposed or refused</b>                 |
| <b>Required notices provided in the native language of the parent</b> | <b>Explanation of action proposed or refused</b>                 |
|                                                                       | <b>Evaluation procedures used for action proposed or refused</b> |
|                                                                       | <b>How to obtain a copy of procedural safeguards</b>             |
|                                                                       | <b>Where to seek assistance with understanding PSN</b>           |

## Areas for Growth– Procedural Safeguards and Notices

| <b>Prior Written Notices</b>                         | <b>Common Issue/Misconception</b>                           |
|------------------------------------------------------|-------------------------------------------------------------|
| <b>Provided at the required times</b>                | <b>Not provided for specific actions</b>                    |
| <b>Options considered and rejected</b>               | <b>Not individualized to the action proposed or refused</b> |
| <b>Other relevant factors</b>                        | <b>Not individualized to the action proposed or refused</b> |
| <b>How to obtain a copy of procedural safeguards</b> | <b>Missing for some PWNs</b>                                |

# Pitfalls

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| Area                                        | Description                                                                                                                                                                           |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child Find                                  | <ul style="list-style-type: none"><li>• PEA does not serve preschool aged students. Birth to 5 referral system requirement not addressed.</li><li>• Policies are procedures</li></ul> |
| Evaluation                                  | <ul style="list-style-type: none"><li>• Evaluation process is in the hands of an evaluator</li></ul>                                                                                  |
| IEP                                         | <ul style="list-style-type: none"><li>• Programmatic decision making</li></ul>                                                                                                        |
| Procedural Safeguards/Prior Written Notices | <ul style="list-style-type: none"><li>• Documentation systems that contribute to a lack of individualization</li></ul>                                                                |

# Resources

## Child Find

[Policy and Procedure Checklist](#)

## Evaluation

[Impact of Disability and Progress in  
the General Curriculum Grid](#)

[SLD Hot Topic](#)

# Resources

## IEP

[Specially Designed Instruction](#)

[Grid](#)

[Least Restrictive Environment](#)

[Grid](#)

[Secondary Transition Planning](#)

[Grid](#)

## Procedural Safeguards/PWN

[AZ-TAS PWN](#)

[Prior Written Notice Guide](#)

# Additional ADE Resources

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[Guide Steps](#)

[AZ-TAS](#)

[PSM Trainings](#)

## Upcoming Regional Trainings

| <b>December 17th</b> | 9:00 – 11:30 | Guide Steps          | ADE South- Phoenix    |
|----------------------|--------------|----------------------|-----------------------|
| <b>December 17th</b> | 1:00 – 3:30  | Prior Written Notice | ADE South - Phoenix   |
| <b>January 12th</b>  | 9:00 – 11:30 | Guide Steps          | ADE South- Phoenix    |
| <b>January 12th</b>  | 1:00 – 3:30  | Prior Written Notice | ADE South - Phoenix   |
| <b>January 13th</b>  | 9:00-11:30   | Guide Steps          | ADE South - Phoenix   |
| <b>January 13th</b>  | 1:00 – 3:30  | Prior Written Notice | ADE South - Phoenix   |
| <b>March 24th</b>    | 9:00 – 11:30 | Guide Steps          | ADE Tucson            |
| <b>March 24th</b>    | 1:00 – 3:30  | Prior Written Notice | ADE Tucson            |
| <b>March 25th</b>    | 9:00-11:30   | Guide Steps          | ADE Tucson            |
| <b>March 25th</b>    | 1:00 – 3:30  | Prior Written Notice | ADE Tucson            |
| <b>April 1st</b>     | 9:00-11:30   | Guide Steps          | Prescott – Added Date |
| <b>April 1st</b>     | 12:30-3:00   | Prior Written Notice | Prescott – Added Date |

# Questions



# Contact Us

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Program Support and Monitoring

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Find Your Specialist