



# What Does the Data Tell Us?

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SEAP March 2026

## Participant Outcomes

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- Understanding of statewide trends related to compliance calls
- Understanding of common compliance issues
- Understanding of 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 2019 and FY2025 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

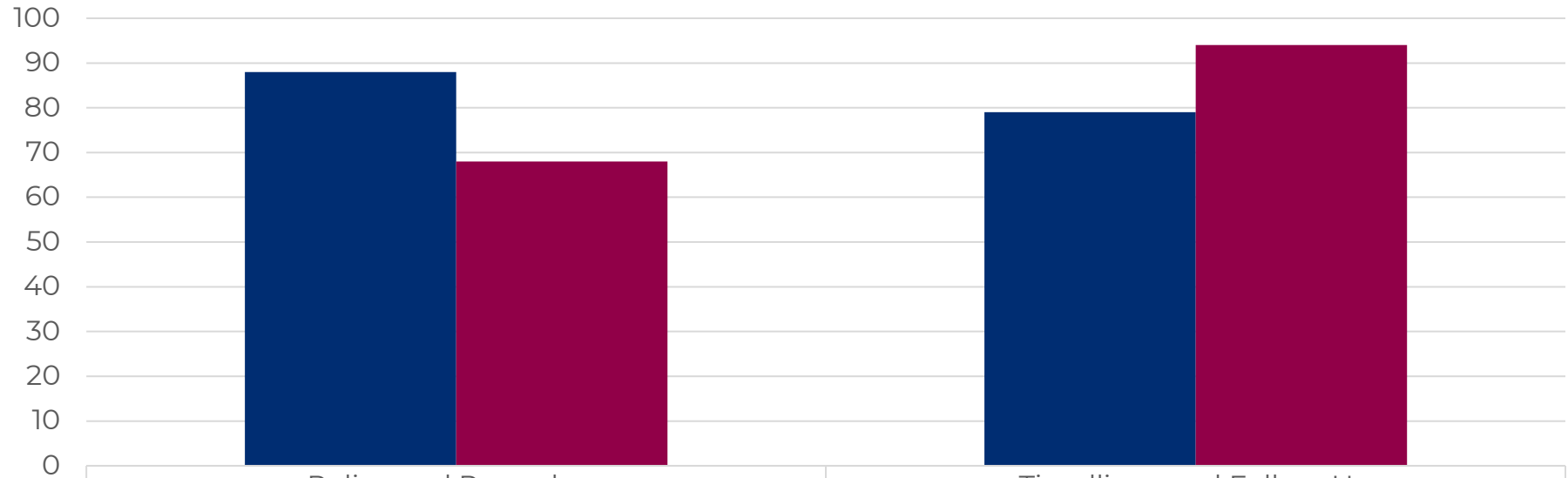
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Statewide trend of generally 90% compliance or higher= compliance; minimal discussion for this presentation.

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	Timellines and Follow-Up
FY19%Compliance	88	79
FY25%Compliance	68	94

## Areas of Compliance – Child Find

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

## 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>	Polices only. Procedures are known but not in written form.
<b>PEA meaningful consultation with private schools</b>	Missing for homeschooled students
<b>Birth to 5 Child Find Procedures</b>	PEAs not aware of this requirement

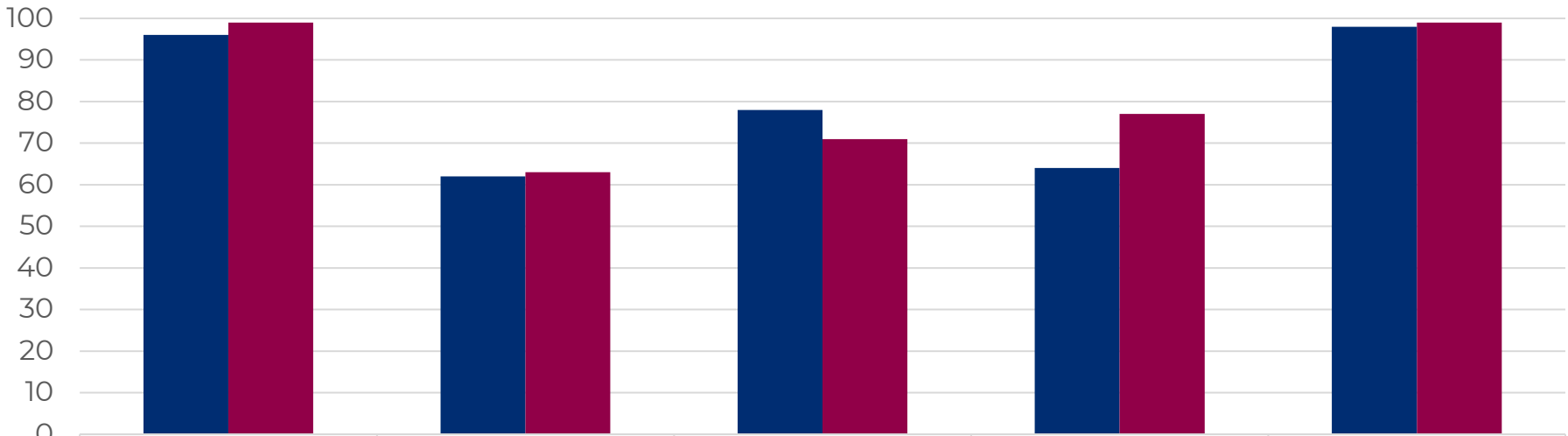
## Resources – Child Find

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- [Policy and Procedure Checklist](#)

# Evaluation Trend Data

## II.A.1-II.A.5



	Current Evaluation	Review of Existing Data	Additional Data	Eligibility Determination	Timelines
FY19%Compliance	96	62	78	64	98
FY25%Compliance	99	63	71	77	99

# Areas of Compliance – Evaluation

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

## Areas for Growth – Evaluation

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

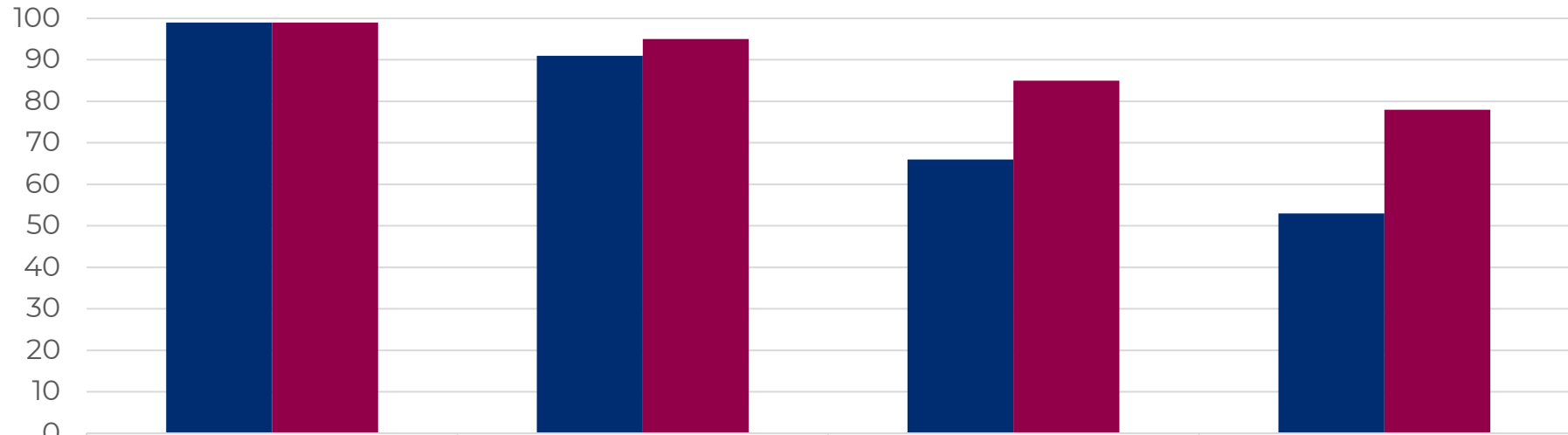
## Resources– Evaluation

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- [Impact of Disability and Progress in the General Curriculum Grid](#)
- [SLD Hot Topic](#)

# IEP Trend Data

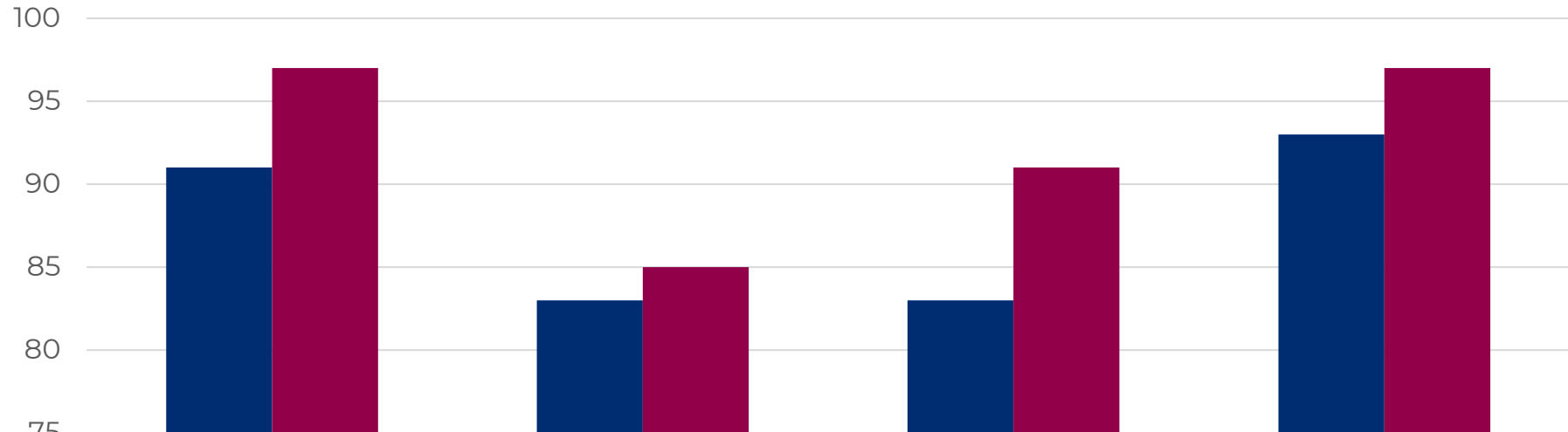
## III.A.1-III.A.4



	Current IEP	Timelines/Team Membership	Required Components	Services
FY19%Compliance	99	91	66	53
FY25%Compliance	99	95	85	78

# IEP Trend Data cont.

## III.A.5-III.A.8



	Other Considerations	Secondary Transition	Additional Secondary Transition	Needs Addressed
FY19%Compliance	91	83	83	93
FY25%Compliance	97	85	91	97

## Areas of Compliance – IEPs

Required Components	Services	Other Considerations	Timelines	Secondary Transition
PLAAFPs	Related services	Behavior supports	Current IEPs	Measurable post secondary goals
Measurable annual goals	ESY	Testing accommodations	Reviewed and revised annually	Student invited to the meeting
Alternate assessment requirements	Supports for school personnel	Communication needs		Transition service activities
IEP Team members	Location, frequency and duration	AT device services		Course of study
	Supplementary aids and services	EL considerations		

## Areas for Growth – IEPs

<b>Required IEP Components</b>	<b>Common Issue/Misconception</b>
<b>Progress Reporting</b>	Not provided at the required timelines
<b>Specially designed instruction</b>	Not specific or individualized to the student
<b>LRE</b>	Not specific or individualized to the student
<b>Secondary Transition</b>	<b>Common Issue/Misconception</b>
<b>Age-appropriate assessments</b>	Missing strengths, interest, and preference information

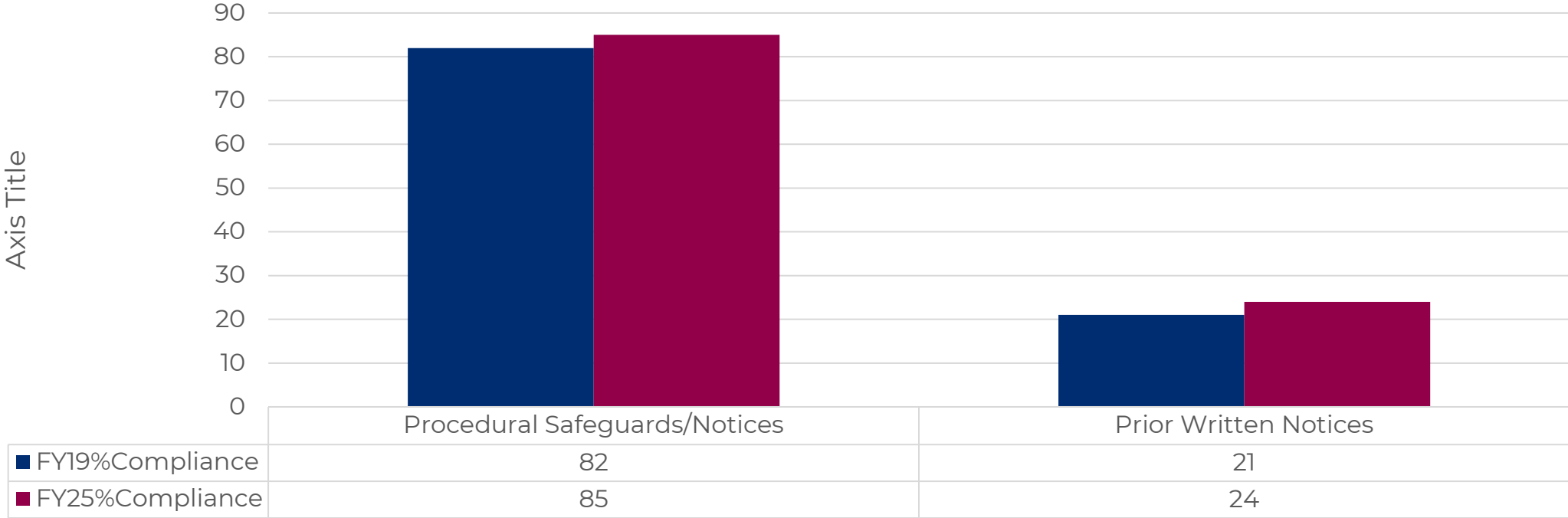
## Resources– IEP

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- [Specially Designed Instruction Grid](#)
- [Least Restrictive Environment Grid](#)
- [Secondary Transition Planning Grid](#)

# Procedural Safeguards and Notices Trend Data

## IV.A.1-IV.A.2



## Areas of Compliance – Procedural Safeguards and Notices

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

## Areas for Growth– Procedural Safeguards and Notices

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

## Resources– Prior Written Notices

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[AZ-TAS PWN](#)

[Prior Written Notice Guide](#)

# Additional ADE Resources

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[Guide Steps](#)

[AZ-TAS](#)

[PSM Trainings](#)

# Questions



# Contact Us

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