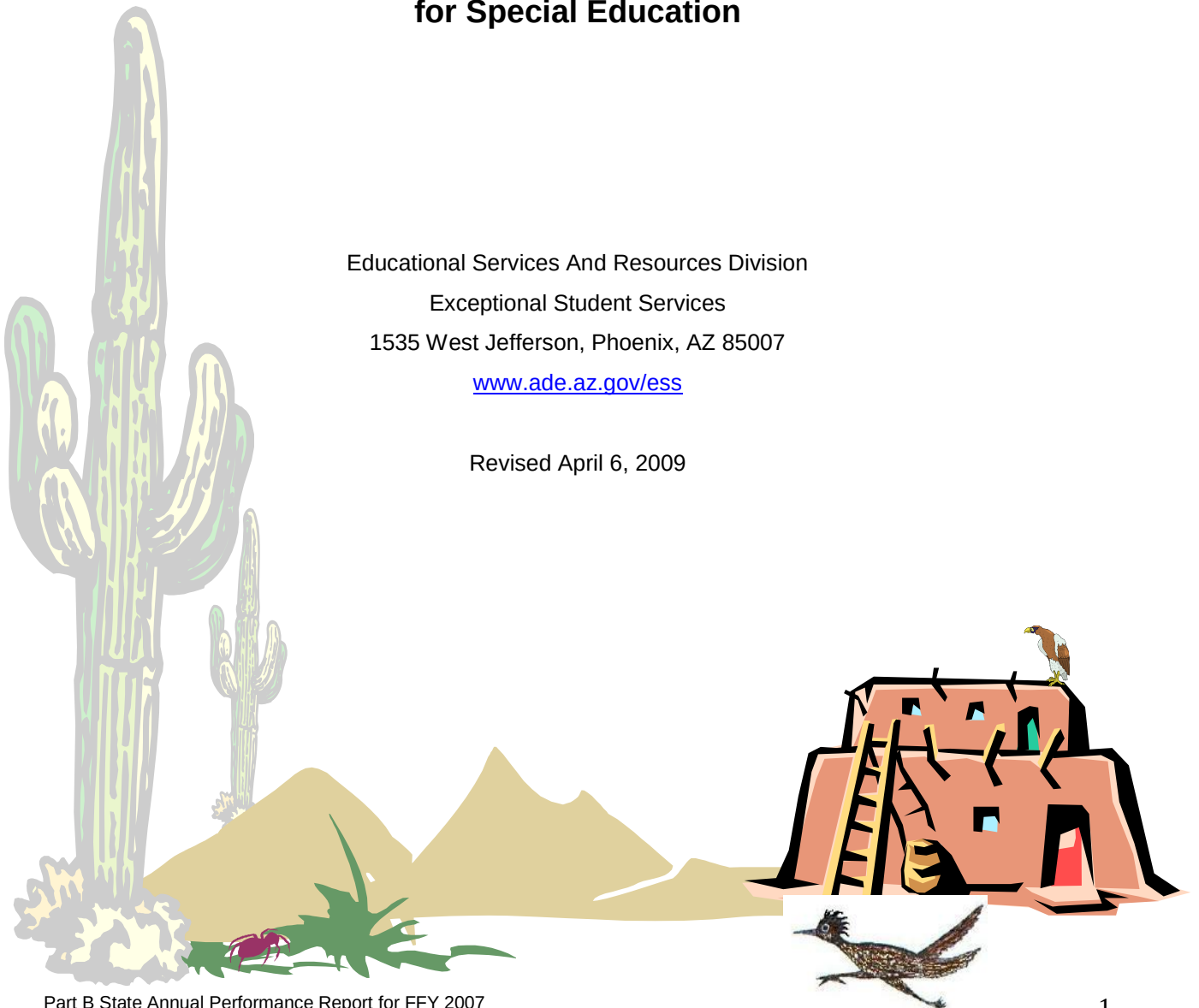


Revised April 6, 2009



Part B State Annual Performance Report (APR) for FFY 2007

**Arizona
FFY 2007 Annual Performance Report
for Special Education**

Submitted to the
Office of Special Education Programs
U.S. Department of Education

Educational Services and Resources Division
Exceptional Student Services

www.ade.az.gov/ess

Revised April 6, 2009

Part B State Annual Performance Report (APR) for FFY 2007

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Part B State Annual Performance Report (APR) for FFY 2007**The Arizona Part B Annual Performance Report
for Special Education****Federal Fiscal Year 2007****Overview of the Annual Performance Report Development**

In accordance with 20 U.S.C. §1416(b)(2)(C)(ii) and 34 CFR §300.602, the State of Arizona must report annually to the U. S. Secretary of Education on Arizona's performance under its Part B State Performance Plan (Part B-SPP). That report is the Part B Annual Performance Report (Part B-APR). The submission of the Part B-APR, due February 2, 2009, reflects those requirements and the State's progress toward the goals established in the State Performance Plan submitted to the U.S. Department of Education in December 2005.

The February 2, 2009, APR provides progress data and improvement activities for Indicator 7 using the SPP template; and actual target data and other responsive information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.

The Annual Performance Report was developed by the staff at the Arizona Department of Education/Exceptional Student Services (ADE/ESS) and the Arizona Department of Education/Early Childhood Special Education (ADE/ECSE). A number of staff members with specialization in different areas examined improvement activities, collected and analyzed the data, and drafted the reports for the 20 indicators.

Improvement activities were a central point of attention during Federal Fiscal Year (FFY) 2007. The ADE/ESS organized into topical groups to complete a thorough review of every improvement activity in the SPP. After consultation with Special Education Advisory Panel (SEAP) members and Mountain Plains Regional Resource Center (MPRRC) representatives, ESS made decisions to revise, continue, or discontinue many improvement activities for all 20 indicators. Some activities were determined to be short-term tasks and completed, while others were considered as worthwhile to implement over time in an effort to change practice. The activities that are expected to influence systems change will be reviewed and evaluated at regular intervals to ensure they are of benefit to students with disabilities.

Descriptions of the data, including sources, sampling methodology, and validity and reliability, are located under each indicator. For the FFY 2007 APR, the State is reporting the technical assistance received and actions taken as a result of the technical assistance under each required indicator, which are Indicators 11, 12, 13, and 15. Additionally, the OSEP-required response to the FFY 2006 APR is reported under each individual indicator.

Revisions were made to Arizona's FFY 2005-2010 State Performance Plan for Special Education. The document will be available on the ADE/ESS Web site at <http://www.ade.az.gov/ess/> in the Resources section, under the menu labeled State Performance Plan.

Stakeholder Involvement

As data and other communications became available at the close of the 2007-2008 school year, the ADE/ESS staff reported to the SEAP. The SEAP members represent a broad group of stakeholders throughout Arizona. Groups represented on the panel include parents of children with disabilities, individuals with disabilities, teachers, early childhood education, charter schools, school districts, institutions of higher education, secure care facilities, private schools, and public agencies. The ADE/ESS responded to questions and comments from the SEAP members and revised the APR accordingly.

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In addition to reporting on the APR to the SEAP, ESS requested input from special education administrators through meetings of the regional organizations, small workshops, and large conferences. The ADE/ESS data management coordinator trained data managers and administrators on the data requirements, and also requested input for improving the State's data collection and reporting process. ESS program specialists spoke to administrators and teachers specifically about the 0% and 100% compliance indicators during on-site visits, seeking information for the revision of improvement activities to increase compliance.

Public Dissemination and Reporting

According to guidance from the U. S. Secretary of Education, Arizona notified the public of the Secretary of Education's enforcement action via the ADE/ESS Web site. The letter from the Secretary regarding the State's determination was posted on the Web site on June 13, 2008, at <http://www.ade.az.gov/ess/> under the What's New link.

Arizona must report annually to the public on the State's progress and/or slippage in meeting the SPP targets and on the performance of each public education agency (PEA) in the State on the SPP targets. The State must also review each PEA's performance against the State's targets, determine if the PEA met the requirements, and inform the PEA of the determinations. These annual public reports and determinations will be available in the spring of 2009. The public reports will be available on the ADE/ESS Web site at <http://www.ade.az.gov/ess/> in the Resources section, under the menu labeled SY 2007-08 Results-Public Reports.

The SPP and APR are disseminated to the public by hard copy and on the ADE/ESS Web site. The ESS special education listserv, Parent Information Network (PIN) specialists, ESS program specialists, trainings, and conferences serve as the vehicles to notify parents, the PEAs, and the public of the availability of the SPP and APR. Special Education Monitoring Alerts, memoranda pertaining to specific topics including the SPP/APR, are sent to the field electronically on the ESS listserv and distributed by hard copy through the ESS and PIN specialists.

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Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation Rate

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

States are not required to report the percent of all youth graduating.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of graduates with IEPs in a 4-year cohort divided by the # of graduates with IEPs in a 4-year cohort plus the number of non-graduates with IEPs in a 4-year cohort times 100.

A cohort year is based on a standard four-year high school career beginning with a student's first-time enrollment in the ninth grade.

Exited students are excluded from the analysis and are defined as those who exited due to illness; transferred to a school that is not an Arizona public school; have left to be home schooled; transferred to a correctional or detention facility; or are deceased.

FFY	Measurable and Rigorous Target
2007	63%

Actual Target Data for FFY 2007

# of graduates in the 2007 4-year cohort	# of graduates in the 2007 4-year cohort plus the number of non-graduates in the 2007 4-year cohort	Actual Target Data for FFY 2007
4377	6949	63%
$4377 \div 6949 * 100 = 0.629 = 63\%$		

Arizona met the target.

Selection of Data

Data Source

The data is obtained from the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E).

Part B State Annual Performance Report (APR) for FFY 2007

Data Description

The graduation data is reported by the public education agencies (PEAs) through the Student Accountability Information System (SAIS).

Conditions to Graduate with Regular Diploma

Conditions students without disabilities must meet in order to graduate with a regular high school diploma:

- The PEA's requirements to receive a regular high school diploma; and
- Achieve passing scores on the Arizona's Instrument to Measure Standards (AIMS).

Conditions students with disabilities must meet in order to graduate with a regular high school diploma:

- The PEA's requirements to receive a regular high school diploma.
- According to Arizona Revised Statutes (ARS) §15-701.01 (B), students with disabilities do not have to achieve passing scores on the Arizona's Instrument to Measure Standards (AIMS) or Arizona's Instrument to Measure Standards-Alternate (AIMS-A) to graduate with a regular high school diploma unless specifically required by the IEP team.

Valid and Reliable Data

The assessment data is obtained from the ADE Accountability Division/Research and Evaluation Section (ADE/R & E), which follows internal processes to ensure valid, reliable, and accurate data.

Explanation of Progress that Occurred for FFY 2007

Arizona met the target for FFY 2007 and made progress as compared to FFY 2006 (60.4%). The State is encouraged that its emphasis on transition planning from secondary to postsecondary school is promoting higher graduation rates for students with disabilities. The transition program specialists have provided training and technical assistance to PEAs and adult service agencies; established community interagency transition teams; and developed and disseminated information and materials through various media such as print, and Web sites. The transition specialists also analyzed data collected from on-site visits by ESS program specialists and targeted staff development to those PEAs most in need of assistance with secondary transition requirements.

Discussion of Improvement Activities Completed or Revised, with Justification, for FFY 2007

Improvement Activities
3. Continuation of the grade-level instruction and assessment initiative. Status: Completed. The ADE/ESS provided staff development through the Systemic Change in Reading (SCR) project.
4. Implementation of an Assistive Technology initiative. Status: Completed. The ADE/ESS AT Team offers statewide trainings and technical assistance on a regular basis.
6. Training and implementation for Arizona Textbook Accessibility statute. Status: Completed. The ADE/ESS AT Team provides information and training statewide on a regular basis.

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Improvement Activities
7. Collaboration with Arizona State University (ASU) for Web-based support for students and teachers—Integrated Data to Enhance Arizona's Learning (IDEAL) portal for K–12 learning. Status: Completed. ESS provides support for the IDEAL portal.
8. Increased training and monitoring for effective transition plans and progress reporting. Status: Completed and revised. Arizona's monitoring system was revised. This activity will be revised to integrate with Indicators 2, 13, and 14.
9. Initiation of support for high schools with low graduation rates to offer expanded work study programs and community placements. Status: Completed. Collaboration has occurred between ESS and the Dropout Prevention Unit, Career and Technical Education, and Vocational Rehabilitation for PEAs who have expressed a need for expanded work study programs and community placements.
10. Modification of statewide calculation of graduation rates for students with/without disabilities via SAIS cohort approach. Status: Completed in May 2007.
11. Investigation of strategies to allow students who were dropped from rolls to reenroll during the same semester. Status: Completed. National dropout prevention strategies were researched and a national transition expert presented at the annual ADE/ESS transition conference and Directors' Institute.
12. Revision of the SPP/APR baseline, targets, and activities to reflect revised graduation calculations. Status: Completed. The activities are revised.
13. Investigate "carve out" programs with Career and Technical Education (CTE) to provide specialized training opportunities for students with more significant disabilities. Status: Completed. This was investigated and determined not to be an option because CTE changed its delivery system and no longer utilizes "carve out" programs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new improvement activity designed to work toward increasing the graduation rate.¹

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide training to PEAs on effective transition services to increase graduation	a) Develop a strategic plan to provide training and follow-up technical assistance to PEAs		10/1/08 – 2/1/09	ADE/ESS Transition Specialists

¹ New activity for FFY 2007 and added to SPP Revised FFY 2007

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rate of students with disabilities	b) Implement statewide plan for training and technical assistance to PEAs		2/1/09 – 6/30/11	ADE/ESS Transition Specialists
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Monitoring Priority: FAPE in the LRE

Indicator 2: Dropout Rate

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

States are not required to report the percent of all youth dropping out.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of students with IEPs dropping out of grades 7 – 12 divided by the # of students with IEPs in grades 7 – 12 times 100.

Arizona uses an event rate methodology to calculate the dropout rate for all students in grades 7 – 12. The dropout rate is based on a calendar year starting the first day of summer recess through the last day of school. The State's special education enrollment is used as the population.

Dropouts are defined as students who are enrolled in school at any time during the school year but are not enrolled at the end of the school year and did not transfer, graduate, or die.

FFY	Measurable and Rigorous Target
2007	No more than 5.40% of students with disabilities will be deemed to have dropped out

Actual Target Data for FFY 2007

# of students with IEPs dropping out of grades 7 – 12	# of students with IEPs in grades 7 – 12	Actual Target Data for FFY 2007
2244	62419	3.6%
$2244 \div 62419 * 100 = 0.0359 = 3.59\%$		

Arizona exceeded the target.

Selection of Data

Data Source

The data is obtained from the Arizona Department of Education's Accountability Division/Research and Evaluation Section (ADE/R & E).

Data Description

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The dropout data is reported by the public education agencies (PEAs) through the Student Accountability Information System (SAIS). Arizona uses event rates, which describe the proportion of students who drop out of school each year without completing the year.

The event rate methodology is used to calculate the dropout rate for all students in grades 7–12. The dropout rate is based on a calendar year starting the first day of summer recess through the last day of school. The State's special education enrollment is used as the population.

Dropouts are defined as students who are enrolled in school at any time during the school year but are not enrolled at the end of the school year and did not transfer, graduate, or die.

Valid and Reliable Data

The dropout data is obtained from the ADE Accountability Division/Research and Evaluation Section (ADE/R & E), which follows internal processes to ensure valid, reliable, and accurate data.

Explanation of Progress that Occurred for FFY 2007

Arizona exceeded the target for FFY 2007. The State is encouraged that its emphasis on transition planning from secondary to postsecondary school is helping to decrease the dropout rates for students with disabilities. The transition specialists provided training and technical assistance to PEAs and adult service agencies; established community interagency transition teams; and developed and disseminated information and materials through various media such as print, and Web sites. The transition specialists also analyzed data collected from on-site visits by ESS program specialists and targeted staff development to those PEAs most in need of assistance with secondary transition requirements.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

Improvement Activities
1. The following activities (# 3, 4, 6, 7, 8, 9, 10, 11, 12, 13) are the same as under Indicator 1 and are repeated here, as they are in the Arizona FFY 2005-2010 State Performance Plan for Special Education.
(3.) Continuation of the grade-level instruction and assessment initiative. Status: Completed. The ADE/ESS provided staff development through the Systemic Change in Reading (SCR) project.
(4.) Implementation of an Assistive Technology initiative. Status: Completed. The ADE/ESS AT Team offer statewide trainings and technical assistance on a regular basis.
(6.) Training and implementation for Arizona Textbook Accessibility statute. Status: Completed. The ADE/ESS AT Team provide information and training statewide on a regular basis.
(7.) Collaboration with Arizona State University (ASU) for Web-based support for students and teachers—Integrated Data to Enhance Arizona's Learning (IDEAL) portal for K–12 learning. Status: Completed. ESS provides support for the IDEAL portal.

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Improvement Activities
(8.) Increased training and monitoring for effective transition plans and progress reporting. Status: Completed and revised. Arizona's monitoring system was revised. This activity will be revised to integrate with Indicators 1, 13, and 14.
(9.) Initiation of support for high schools with low graduation rates to offer expanded work study programs and community placements. Status: Completed. Collaboration has occurred between ESS and the Dropout Prevention Unit, Career and Technical Education, and Vocational Rehabilitation for PEAs who have expressed a need for expanded work study programs and community placements.
(10.) Modification of statewide calculation of graduation rates for students with/without disabilities via SAIS cohort approach. Status: Completed in May 2007.
(11.) Investigation of strategies to allow students who were dropped from rolls to reenroll during the same semester. Status: Completed. National dropout prevention strategies were researched and a national transition expert presented at the annual ADE/ESS transition conference and Directors' Institute.
(12.) Revision of the SPP/APR baseline, targets, and activities to reflect revised graduation calculations. Status: Completed. The activities are revised.
(13.) Investigate "carve out" programs with Career and Technical Education (CTE) to provide specialized training opportunities for students with more significant disabilities. Status: Completed. This was investigated and determined not to be an option because CTE changed its delivery system and no longer utilizes "carve out" programs.
4. Support the development of improvement plans for agencies identified with high dropout rates. Status: Completed. The ADE/ESS monitoring system was revised to include drill downs and improvement plans for PEAs with high dropout rates.
5. Include inquiry on the post-school outcomes study on why a student dropped out of school. Status: Discontinued. Baseline data has been collected on the Post School Outcomes Survey and drop out reasons were not included in the original survey; therefore, the reasons cannot be added to the survey.
6. Collaborate with ADE Dropout Prevention Unit, Arizona Technology Access Program (AzTAP), and Vocational Rehabilitation for dissemination of dropout prevention information. Status: Completed. Collaboration among agencies has occurred on multiple occasions to share dropout prevention information.
7. Increase student awareness of post-school support services during their sophomore year of school. Status: Revised. This activity is integrated with a new improvement activity.

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Improvement Activities
8. Examine the impact of the change in IDEA moving the required transition planning from age 14 to age 16. Status: Completed. At this time, anecdotal information indicates approximately 1/3 of the PEAs which have received transition support from the ADE/ESS transition specialists have indicated the staff will not change current practices, preferring to continue transition planning at age 14.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following new improvement activity is expected to decrease the dropout rate.²

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Provide training to PEAs on effective transition services to decrease dropout rate of students with disabilities	a) Develop a strategic plan to provide training and follow-up technical assistance to PEAs		10/1/08 – 2/1/09	ADE/ESS Transition Specialists
	b) Implement statewide plan for training and technical assistance to PEAs		2/1/09 – 6/30/11	ADE/ESS Transition Specialists

² New activity for FFY 2007 and added to SPP Revised FFY 2007

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Monitoring Priority: FAPE in the LRE

Indicator 3: Participation & Performance of Children with Disabilities on Statewide Assessments

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right] \times 100$.

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right] \times 100$.

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3A. Percent of districts that have a disability subgroup meeting the State's AYP objectives for progress for disability subgroup

FFY	Measurable and Rigorous Target		
2007	Math 19.2%	Reading 16.75%	Overall 24%

3B. Participation rate

FFY	Measurable and Rigorous Target	
2007	Math 95%	Reading 95%

3C. Proficiency rate

FFY	Measurable and Rigorous Target	
2007	Math 40%	Reading 45%

Actual Target Data for FFY 2007

3A. Percent of districts that have a disability subgroup meeting the State's AYP objectives for progress for disability subgroup

	# of PEAs meeting State's AYP objectives for progress for children with IEPs	total # of PEAs that have a disability subgroup that meets the State's minimum "n" size in the State	% of PEAs meeting State's AYP objectives for progress for children with IEPs
Math	10	74	13.5%
Reading	13	74	17.6%
Overall	4	74	5.4%

Arizona met the target for 3A for reading, but did not meet the target for math or overall.

3B. Participation rates for math and reading, all grade levels

Participation rates for math, all grade levels

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	Total number
a. # of children with IEPs in grades assessed	73376
b. # in regular assessment with no accommodations	66113
c. # in regular assessment with accommodations	0
d. # in alternate assessment against grade level standards	0
e. # in alternate assessment against alternate achievement standards	5089
Account for any children included in a but not included in b, c, d, or e	2174 invalids and absent
$b + c + d + e \div a = \%$ $66113 + 0 + 0 + 5089 \div 73376 = \mathbf{97\%}$	

Arizona met the target for 3B for the participation rate for math.

Participation rates for reading, all grade levels

	Total number
a. # of children with IEPs in grades assessed	73629
b. # in regular assessment with no accommodations	66372
c. # in regular assessment with accommodations	0
d. # in alternate assessment against grade level standards	0
e. # in alternate assessment against alternate achievement standards	5089
Account for any children included in a but not included in b, c, d, or e	2168 invalids and absent
$b + c + d + e \div a = \%$ $66372 + 0 + 0 + 5089 \div 73629 = \mathbf{97\%}$	

Arizona met the target for 3B for the participation rate for reading.

3C. Proficiency rate for math and reading, all grade levels**Proficiency rates for math, all grade levels**

	Total number
a. # of children with IEPs in grades assessed	73376

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b. # in regular assessment with no accommodations	19868
c. # in regular assessment with accommodations	0
d. # in alternate assessment against grade level standards	0
e. # in alternate assessment against alternate achievement standards	2086
Account for any children included in a but not included in b, c, d, or e	51422 invalids, absent, and nonproficient
$b + c + d + e \div a = \%$ $19868 + 0 + 0 + 2086 \div 73376 = \mathbf{29.9\%}$	

Arizona did not meet the target for 3C for the proficiency rate for math.

Proficiency rates for reading, all grade levels

	Total number
a. # of children with IEPs in grades assessed	73629
b. # in regular assessment with no accommodations	19022
c. # in regular assessment with accommodations	0
d. # in alternate assessment against grade level standards	0
e. # in alternate assessment against alternate achievement standards	2348
Account for any children included in a but not included in b, c, d, or e	52259 invalids, absent, and nonproficient
$b + c + d + e \div a = \%$ $19022 + 0 + 0 + 2348 \div 73629 = \mathbf{29.02\%}$	

Arizona did not meet the target for 3C for the proficiency rate for reading.

Selection of Data**Data Source**

The assessment data is from Arizona's Instrument to Measure Standards (AIMS) and Arizona's Instrument to Measure Standards-Alternate (AIMS-A).

Data Description

The AIMS and AIMS-A data are used for purposes of determining AYP and for reporting participation and performance. The participation and performance data are the same as reported under section 618, Table

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6 (attached). The grades tested for FFY 2007 were 3 through 8 and grade 10. The State uses four categories for the proficiency status:

- Falls Far Below the Standard (F)
- Approaches the Standard (A)
- Meets the Standard (M)
- Exceeds the Standard (E)

Students who meet the standard (M) or exceed the standard (E) are counted as proficient.

Valid and Reliable Data

The assessment data is obtained from the ADE Accountability Division/Research and Evaluation Section, which follows internal processes to ensure valid, reliable, and accurate data. The ADE Standards and Assessment Division/Assessment Section ensure its assessments adhere to the Standards for Educational and Psychological Testing.

Explanation of Progress or Slippage that Occurred for FFY 2007

3A (AYP)—Arizona met the target for reading, but did not meet the target for math or overall for the percent of PEAs making AYP. The ADE/ESS sponsors two different programs in math and reading that provide research-based interventions and strategies to educators. These programs are designed to target PEAs having difficulty with meeting AYP and making progress with proficiency measures. Arizona Students Achieving Mathematics Academy (ASAMA) is a math academy designed to enable students to become more efficient, accurate, fluent, and flexible with using numbers. Teachers learn how to implement phonics, phonemic awareness, fluency, comprehension, and vocabulary strategies during participation in the Systemic Change in Reading (SCR) program.

Arizona will systematically collect and analyze the data from these programs to determine if these efforts are having a bearing on student performance, and will continue its focus toward increasing proficiency for students with disabilities in math and reading.

3B (Participation)—Arizona exceeded the target for both reading and math in all grade levels at a 97% participation rate. The State has increasingly placed a focus on participation and achievement for all subgroups identified in NCLB, including students with disabilities, and participation rates have been increasing.

3C (Proficiency)—Arizona did not meet the target for math and reading. In addition to the two programs for math and reading (ASAMA and SCR) mentioned in 3A (AYP) above, the ADE/ESS assistive technology team provides support services to the PEAs in the realm of regional trainings, technical support by telephone and email, classroom support, information and referral services, and an AT lending library.

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Figures 3.1 and 3.2 show progress over a number of years. Longitudinal data is reported for grades 3, 5, 8, and high school through FFY 2006 and for all grades tested beginning with FFY 2006. Additional information regarding the results of statewide assessments is located on the ADE Web site AIMS Report Wizard at <http://www.ade.az.gov/profile/publicview/>.

Figure 3.1 Math Proficiency by Grade and Year

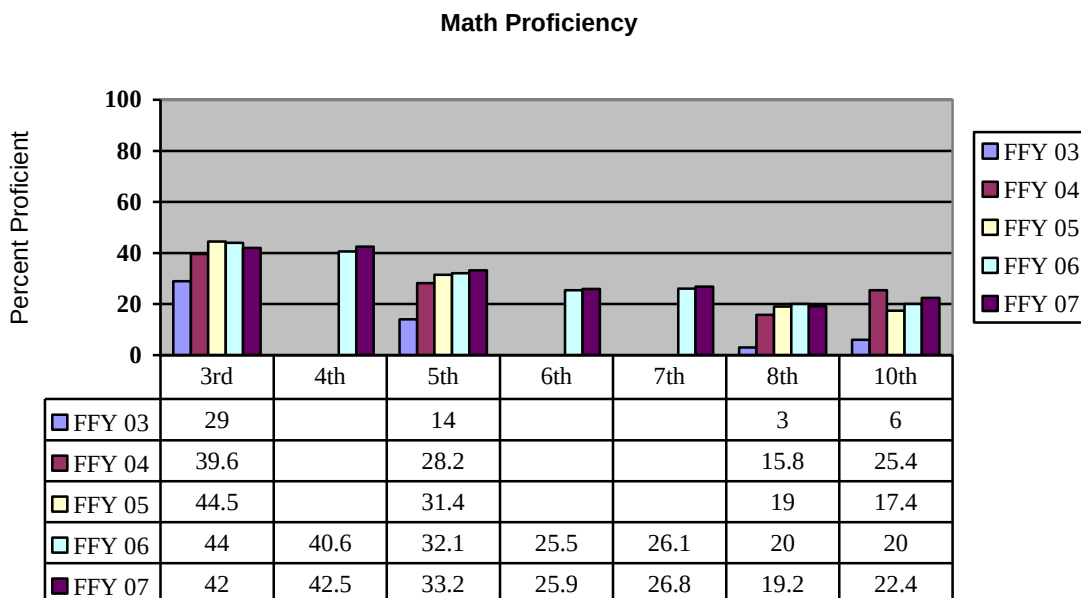
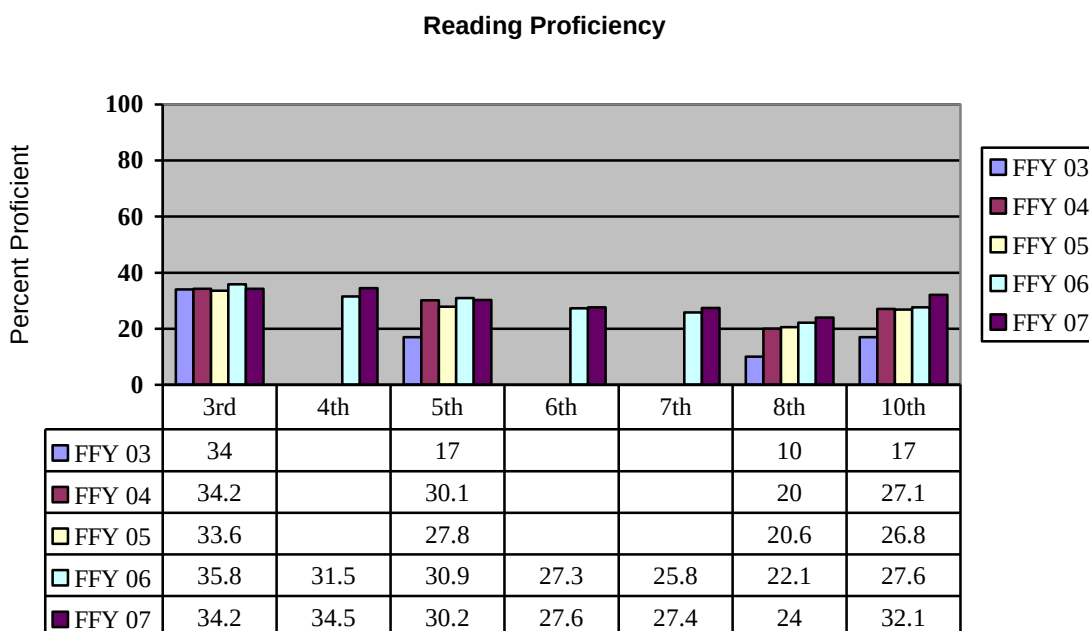


Figure 3.2 Reading Proficiency by Grade and Year



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Figures 3.3 and 3.4 report the participation rates for math and reading by grade beginning in FFY 2006.

Figure 3.3 Math Participation by Grade and Year

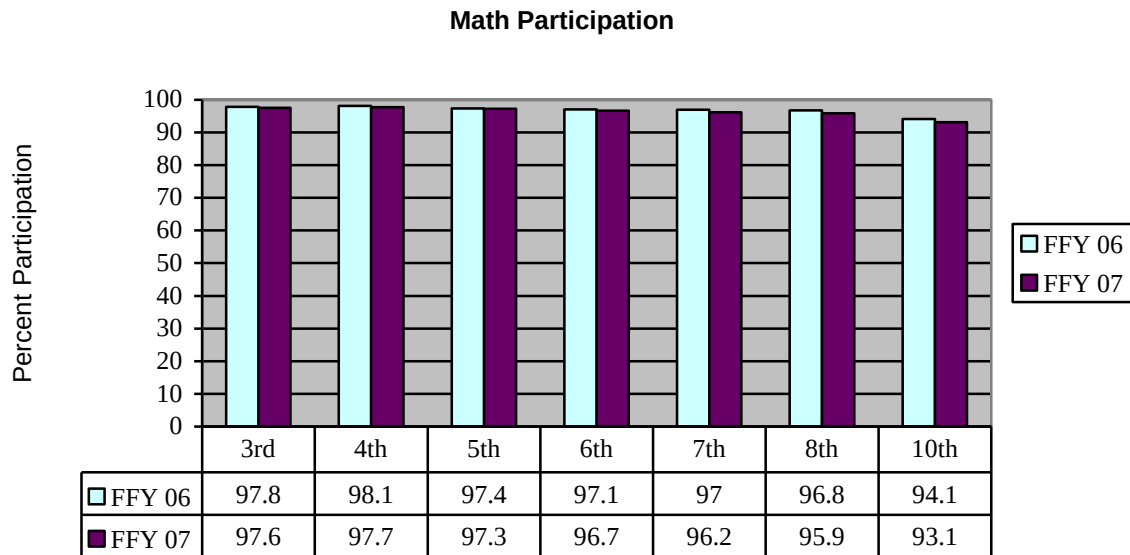
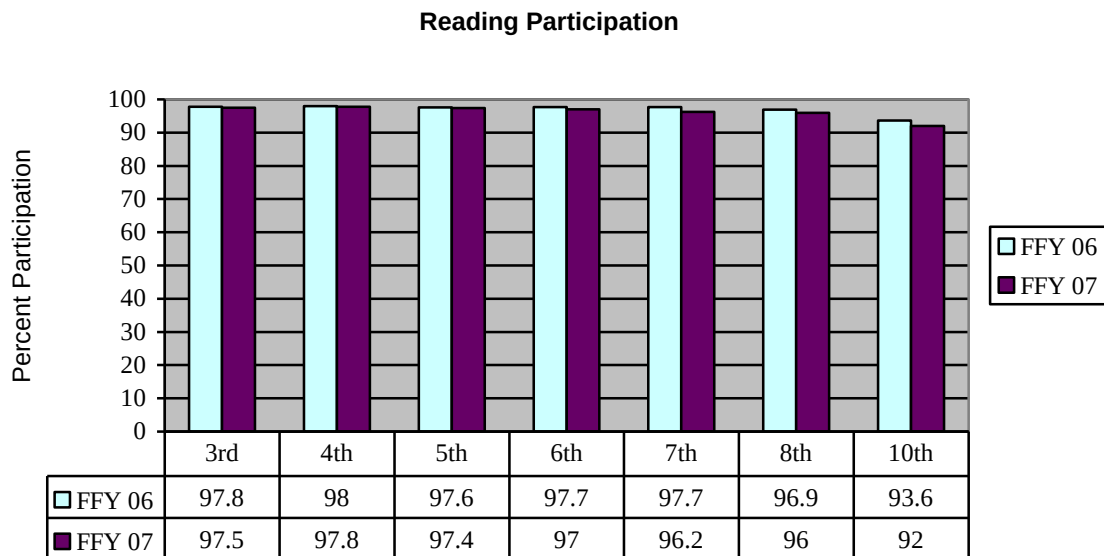


Figure 3.4 Reading Participation by Grade and Year



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Discussion of Improvement Activities Completed, Revised, or Discontinued for FFY 2007

Improvement Activities
2. Provide school-wide improvement assistance for agencies under NCLB sanctions. Status: Revised. This activity will be revised and a new improvement activity submitted.
3. Revise monitoring procedures to require agencies with below average reading achievement scores for SWD to complete a root cause analysis and improvement plan. Status: Completed. Monitoring procedures have been revised and PEAs are identified every year to complete a root cause analysis and develop an improvement plan.
4. Develop and validate the Arizona alternate assessment against grade level standards and curriculum. Status: Continuing. The State is currently developing an alternate assessment based on modified achievement standards (aligned with grade level standards) for students who have not demonstrated proficiency on the statewide assessment and are not eligible to take the alternate assessment based on alternate achievement standards. A variety of approaches were considered and consultants, including a State advisory committee, are assisting the State in making statistically appropriate accessibility enhancements to the general assessment. Eligibility guidelines have been developed to assist IEP teams to determine which assessment is appropriate for students with special needs.
8. Disseminate information about AT and accessible textbooks available for general class use and test participation. Status: Completed. The ADE/ESS AT team disseminates information as general technical assistance throughout the year.
9. Conduct training on modifications/accommodations in grade-level curriculum content area. Status: Completed. Professional development was provided to PEAs through three programs in two content areas—Systemic Change in Reading, Arizona Students Achieving Mathematics Academy, and Arizona High Achievement for All (reading and math).
10. Promote the use of the Web-based AIMS practice/formative assessment to identify areas of student weakness and guide instruction. Status: Discontinued. The ADE/ESS is working with other ADE divisions to enhance the system that will make it usable and easily accessible to teachers.
12. Conduct training on research-based instructional strategies for diverse learners. Status: Completed. Training has been conducted through Arizona Students Achieving Mathematics Academy (ASAMA). ASAMA provided instructional tools and strategies to teachers that support math core programs and interventions.
13. Notify PEAs of federal changes related to the authority of IEP teams to permit non-standard accommodations on State tests. Status: Completed September 26, 2007.

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Improvement Activities
15. Revise monitoring procedures to require agencies with below average math achievement scores for SWD to complete a root cause analysis and improvement plan. Status: Completed. Monitoring procedures have been revised and PEAs that are routinely identified complete a root cause analysis and develop an improvement plan.
16. Investigate the provision of grants to PEAs to equip classrooms for universal design for learning to improve performance on assessments for all students. Status: Completed. The AT team developed a capacity building grant oriented toward universal design. As of December 31, 2008, nine PEAs have been awarded this grant.
17. Investigate the provision of incentives to teachers who are responsible for and who produce improved results in students. Status: Discontinued. Local public education agencies (PEAs) have policies regarding incentives for teachers, rather than the State.
18. Develop and implement math initiative to provide professional development in the strategies of teaching mathematics and implement the RTI model for mathematics in the identified schools. Status: Completed. The math initiative, Arizona Students Achieving Mathematics Academy, was developed and implemented.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The new improvement activities listed below are expected to positively affect mathematics proficiency.³

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Year 1 – 100% of Arizona Students Achieving Mathematics Academy (ASAMA) Year 1 and 2 teams will increase mathematics proficiency rate to 50% in the number strand for students with IEPs as determined by AIMS third grade data	a) 100% of ASAMA teachers will implement number and number operation strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	b) 100% of ASAMA teams will demonstrate the ability to develop a lesson outline utilizing Arizona Mathematics Standard objectives with the Star framework as determined by Star Model entry points		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
2) Year 2 – 100% of ASAMA Year 1 and 2 teams will increase	a) 100% of ASAMA teachers will implement data analysis/probability/discrete		9/1/08 – 6/30/11	Comprehensive System of Personnel

³ New activities for FFY 2007 and added to SPP Revised FFY 2007

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mathematics proficiency rate to 50% in the data analysis/probability/discrete math, algebra/patterns/functions, geometry/measurement, and structure/logic strands for students with IEPs as determined by AIMS third grade data	math, algebra/patterns/functions, geometry/measurement, and structure/logic strategies for all students including students with disabilities as determined by student work			Development Staff Cognitively Guided Instruction
	b) 100% of ASAMA teams will demonstrate the ability to develop a lesson outline utilizing Arizona Mathematics Standard objectives with the Star framework as determined by Star Model entry points		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) 100% of ASAMA teams will develop a professional learning community plan to maintain sustainability of mathematics instruction as determined by professional learning community criteria		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
3) Year 1 and 2 - 100% of ASAMA Year 1 and 2 teams will increase or maintain Adequate Yearly Progress (AYP) as indicated by third grade AIMS data for the disability subgroup	a) 100% of ASAMA teachers will implement number and number operation strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	b) 100% of ASAMA teachers will implement data analysis/probability/discrete math, algebra/patterns/functions, geometry/measurement, and structure/logic strategies for all students including students with disabilities as determined by student work		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff Cognitively Guided Instruction
	c) 100% of ASAMA teachers will use fact automaticity assessment data to determine mathematical strategy instruction of basic facts for all students including students with IEPs as determined by screening and progress monitoring graph data		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
	d) 100% of ASAMA teachers will demonstrate ability to develop a classroom learning station plan based on screening data as determined by learning station criteria		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff

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	e) 100% of ASAMA teachers will demonstrate ability to develop a Student, Environment, Task, Technology (SETT) plan for one student as determined by the SETT framework criteria		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	f) 100% of ASAMA teams will demonstrate ability to develop an action plan to improve mathematics instruction for all students including students with IEPs as determined by action plan criteria		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

The new improvement activities listed below are expected to positively affect reading proficiency.⁴

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Year 1 and 2 – Systemic Change in Reading (SCR) teams will increase proficiency rate to 50% for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards as determined by AIMS	a) 100% of Systemic Change in Reading Year 2 will increase reading proficiency rate to 50% in comprehension and vocabulary for students with IEPs as determined by AIMS third grade data		6/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will analyze classroom data to determine instructional needs for all students including students with IEPs as determined by curriculum-based measurement data		6/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
2) Year 1 – 100% of Systemic Change in Reading Year 1 teams will increase reading proficiency rate to 50% in phonics, phonemic awareness, and fluency for students with IEPs as determined by AIMS third grade data	a) 100% of Systemic Change in Reading teachers will implement phonics, phonemic awareness, and fluency strategies for all students including students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will implement phonics, phonemic awareness, and fluency strategies of differentiated instructional practices for all students and		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff

⁴ New activities added for FFY 2007 and added to SPP Revised FFY 2007

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	accommodations and modifications for students with IEPs as determined by student work			
3) Year 2 - 100% of Systemic Change in Reading Year 2 teams will increase reading proficiency rate to 50% in comprehension and vocabulary for students with IEPs as determined by AIMS third grade data	a) 100% of Systemic Change in Reading teachers will implement comprehension and vocabulary strategies for all students including students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) 100% of Systemic Change in Reading teachers will implement comprehension and vocabulary strategies of differentiated instructional practices for all students and accommodations and modifications for students with IEPs as determined by student work		6/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff

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Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of Suspension and Expulsion

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Reporting on Indicator 4B is not required for the FFY 2007 APR.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by (# of districts in the State)] times 100.

Significant discrepancy for suspension and expulsion is defined as a rate above 5% of the special education population with 10 or more special education students suspended.

Note: The total number of public education agencies (PEAs) fluctuates year to year due to the growth of charter schools in Arizona.

FFY	Measurable and Rigorous Target
2007	1.5%

Actual Target Data for FFY 2007

# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	# of districts in the State	Actual Target Data for 2007
1	569	0.18%
$1 \div 569 * 100 = 0.0017 = 0.18\%$		

Arizona exceeded the target.

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Selection of Data

Data Source

The data are reported by the PEAs through the Annual Special Education Data Collection, an ADE Web-based system and are the same as section 618, Table 5, Section A, Column 3B.

Data Description

The statewide discrepancy is computed by comparing suspension/expulsion rates for children with disabilities among PEAs in Arizona. A PEA is determined to be significantly discrepant when it suspended or expelled ten or more students with disabilities for more than 10 days and those suspended or expelled students were greater than 5% of its special education population.

Revised Definition of Significant Discrepancy

Arizona revised the definition of significant discrepancy for Indicator 4 for FFY 2007. The revised definition is a rate above 5% of the special education population with ten or more students suspended, with an annual review of the data to determine if there is a significant discrepancy for each PEA.

The prior definition was a rate above 5% of the special education population with more than two students suspended, using a two-year trend rate. Arizona reviewed this suspension/expulsion data and the policies, practices, and procedures and found it was flagging small PEAs inappropriately. When using a lower minimum "n", false positives were identified as a function of the small number rather than as a result of noncompliant policies, practices, and procedures of the PEAs.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the November 1, 2008 discipline data through internal edit checks. The State requires an assurance from the PEAs through the submission of a signed form attesting to the validity of the data.

OSEP Required Response to FFY 2006 APR

Ten PEAs were identified with significant discrepancies in the rates of suspensions and expulsions in the FFY 2006 APR. The State reviewed the policies, procedures, and practices of the ten identified PEAs to determine if they must be revised that are related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Table 4.1 shows the results of that review.

Table 4.1 PEAs Identified with Significant Discrepancy in FFY 2006

# of PEAs with significant discrepancy in FFY 2006	# of PEAs found to be noncompliant	# of PEAs correcting noncompliance within one year
10	10	10

Review of Policies and Procedures

The ten PEAs revised the special education policies and procedures prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS.

Review of Practices

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The review of the practices of the ten PEAs was conducted by means of a self assessment or through the ADE/ESS monitoring system with verification by desk audit or on-site visit. The agencies were required to revise their procedures and practices through staff training and use of appropriate forms. The trainings included procedural safeguard requirements related to discipline, functional behavioral assessments, behavior intervention planning, the provision of FAPE for students suspended for more than 10 days, school-wide positive behavior support systems, and components of the IEP that are related to discipline.

Explanation of Progress that Occurred for FFY 2007

The percentage of PEAs having significant discrepancy for suspension and expulsion was reduced for FFY 2007. PEAs have responded to State initiatives to reduce long-term suspensions and expulsions of students with disabilities. The Positive Behavioral Interventions and Supports of Arizona (PBISAz) offers professional development to administrators, teachers, and support staff on a three-tiered model of behavioral support emphasizing the use of positive interventions and supports. The Arizona High Achievement for All (AHAA) project gives participants training on classroom management, accommodations and modifications, behavior support plans, components of the IEP, and procedural safeguards. Both programs focus on the capacity of the management structure (e.g., principals, special education directors) to sustain efforts over time. The Principals' Institute is designed to inform school administrators about special education law, including procedural safeguards and providing a free appropriate public education in the least restrictive environment.

The progress can also be explained by Arizona's efforts to increase accuracy and reliability of data collection and reporting. The ADE/ESS data management coordinator conducts annual statewide trainings on the special education data collection with follow-up via email and phone calls by the supervisor, project specialist, and program specialists. The ADE School Safety and Prevention Division, with collaboration from the ESS deputy associate superintendent and ESS data management coordinator, developed and implemented a new method for PEAs to collect, track, and report school safety and discipline incident data. During FFY 2007, discussion and dissemination of information about Arizona Safety Accountability for Education (Az SAFE) increased awareness among the PEAs of the need to improve data collection and reporting. Training on this data management system is taking place during FFY 2008 and full implementation for the PEAs will occur in FFY 2009.

During FFY 2007, one PEA was determined to be significantly discrepant because it had suspended ten or more students with disabilities for more than 10 days, at a rate greater than 5% of its special education population. The State will review and, if appropriate, require revision of the PEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The correction of the noncompliance will be reported in the FFY 2008 APR.

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Figure 4.1 Suspension Rate Decline over Time

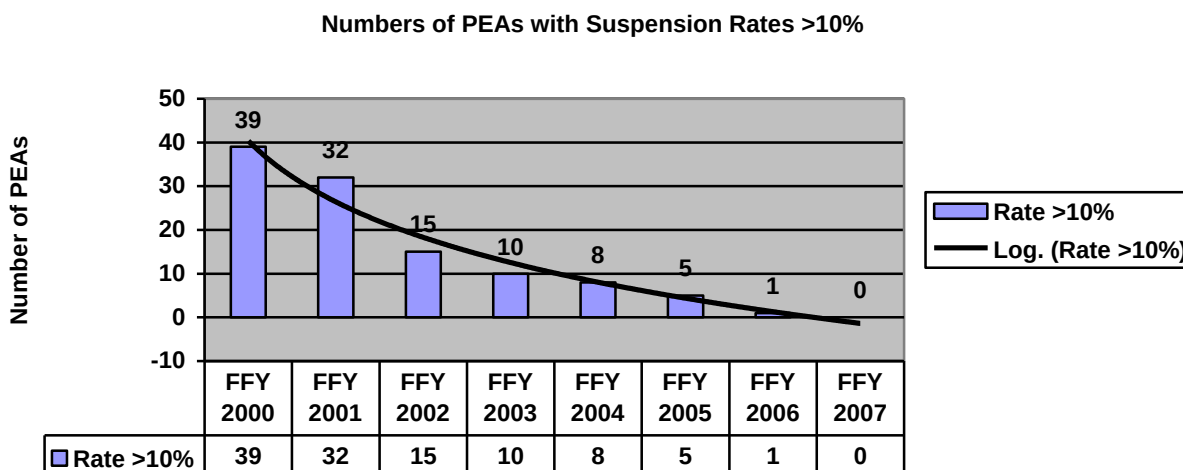


Figure 4.1 displays the advances that have been made in the State since FFY 2000 when the standard for concern was set at a rate > 10% of the special education population.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

Improvement Activities
1. Identify agencies with suspension rates of SWD > 5% and require these agencies to analyze data reporting procedures and comparison rates with nondisabled students and to identify proactive initiatives to reduce suspension rates. Status: Completed. The ADE/ESS monitoring system was revised to identify agencies and require those with suspension rates > 5% to analyze their data and complete a root cause analysis. This is a procedure done annually.
2. Increase Positive Behavioral Interventions and Supports of Arizona (PBISAz) participation among schools in Arizona. Status: Revised. Thirteen schools from nine PEAs joined the PBISAz project during FFY 2007. In addition, the project supported 19 second-year schools from eight PEAs. A new improvement activity was developed for PBISAz.
3. Refer PEAs with high suspension rates for SWD to the technical assistance opportunities sponsored by ESS and School Safety and Prevention. Status: Revised. This activity will be revised and integrated with a new improvement activity.
5. Approach the Arizona School Boards Association and Arizona School Administrators Association to collaborate on the training of school administrators on IDEA requirements. Status: Completed. This activity is done annually at the ESS-sponsored Principals' Institute.

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Improvement Activities
6. Promote the review of IEPs for functional behavioral assessments and behavior intervention plans beginning with any suspension that brings a student's total days to five or more in a school year. Status: Discontinued. IEPs are reviewed by ESS specialists on a regular basis for functional behavioral assessments and behavior intervention plans.
7. Cross train School Safety and Prevention, CSPD, and ESS specialists on common discipline initiatives. Status: Discontinued. The individual divisions have been responsible for training its specialists about discipline requirements and initiatives. The ESS CSPD specialists meet with School Safety and Prevention personnel regarding common projects.
8. Continue the development and implementation of uniform data gathering procedures for all reporting agencies. Status: Completed. Arizona developed and implemented a new way to collect, track, and report discipline incident data called the Arizona Safety Accountability for Education (Az SAFE).
9. Develop and distribute to PEAs a model disciplinary process that includes the requirements for students with disabilities and guidelines for all students. Status: Completed. The PBISAz project provided 16 days of professional development during FFY 2007 that focused on a systemic school-wide three-tiered behavior process. Upon completion of the training, the project schools had monthly contact with the PBISAz coordinators and received a minimum of three on-site visits during the year.
10. Collaborate with universities to increase the exposure to classroom management strategies for preservice teachers. Status: Completed. The three State universities—University of Arizona, Arizona State University, and Northern Arizona University—offered nine courses that focused on behavior and/or classroom management. A total of 203 students received training through online courses offered in conjunction with this project.
11. Train PEA staff on disability specific behaviors and appropriate interventions. Status: Completed. The PBISAz project provided training to 427 PEA staff during FFY 2007.
12. Provide additional training for middle and high school principals on positive behavior supports and the APBSI option. Status: Completed. A conference co-sponsored by ADE/ESS and organized by a statewide PBISAz advisory committee trained 326 PEA administrators and school personnel on positive behavior supports.
13. Require PEAs with high suspension rates to develop alternatives to suspension. Status: Revised. This activity will be revised and integrated with a new improvement activity.
14. In conjunction with SSPD staff, train security officers for PEAs in positive behavior supports and the APBSI project. Status: Discontinued. The ADE/ESS offers training on positive behavior supports through the PBISAz to PEAs, but it is the option of the PEAs to send the security officers to the trainings.

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Improvement Activities
15. Study the appropriateness of amending the criteria for significance from an N count of > 2 to an N count of > 4. Status: Completed. The criteria were amended and the definition of significant discrepancy revised.
16. Identify agencies with suspension rates of SWD by race/ethnicity > 5% and require these agencies to analyze data reporting procedures and comparison rates with nondisabled students and to identify proactive initiatives to reduce suspension rates within the discrepant group(s). Status: Discontinued. The data is available and the analysis is built into the ESS monitoring system. The data analysis is completed annually for all PEAs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities intended to reduce suspension/expulsion rates.⁵

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) By the end of two years of training with Positive Behavioral Interventions and Supports of Arizona (PBISAz), at least 70% of PBISAz teams will implement School-wide Positive Behavioral Interventions and Supports (SW-PBIS) with fidelity as measured by a score of 80% on the Arizona Implementation Checklist	a) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease office discipline referrals by 10% for all students and 5% for students with IEPs as measured by the final PBISAz Quarterly Report data		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist Quarterly Reports
	b) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease suspensions/expulsions by 15% for all students and 5% for students with IEPs as measured by end-of-year data submitted to ADE		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data
	c) Year 2 - Between baseline data collection and the end of the second year of PBISAz training, PBISAz teams will decrease suspensions/expulsions over 10 days by 15% for all students and 5% for students with IEPs as measured by end-of-year data submitted to		8/1/09 – 6/30/10	PBISAz Coordinators AZ Implementation Checklist ADE data

⁵ New activities for FFY 2007 and added to SPP Revised FFY 2007

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	ADE			
2) Arizona High Achievement for All (AHAA) Year 1 schools will complete all tasks to establish the solid basis for the decrease of suspension/expulsion rates to less than 5%	a) Collection of baseline data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspensions/expulsions, office referrals, and academic performance		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff
3) AHAA Year 2 schools will decrease the suspension/expulsion rate greater than 10 days for students with disabilities to less than 5%	a) Collection of baseline data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

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	on suspensions/expulsions, office referrals, and academic performance			
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Monitoring Priority: FAPE in the LRE

Indicator 5: School-Aged Placements

Percent of Children with IEPs Aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

FFY	Measurable and Rigorous Target		
2007	A. < 21%	B. > 60%	C. Separate
	51%	16%	2.3%

Actual Target Data for FFY 2007

	A. Removed from regular class less than 21% of the day	B. Removed from regular class greater than 60% of the day	C. Public or private separate schools, residential placements, homebound or hospital placements
# of children	61864	17347	2832
% of children	55%	15%	2.5%
# of students aged 6–21 with IEPs	112,762		

5A—Arizona exceeded the target.

5B—Arizona exceeded the target.

5C—Arizona did not meet the target.

Part B State Annual Performance Report (APR) for FFY 2007**Selection of Data****Data Source**

The data is collected through the December 1 Child Count report and the Educational Environments report under section 618, Table 3.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the December 1, 2007 child count data and the February 1, 2008 placement data through internal edit checks. The State requires the PEAs to assure data accuracy and reliability through submission of a signed verification letter.

Explanation of Progress or Slippage that Occurred for FFY 2007

Arizona exceeded the target on two of the three measures, 5A and 5B, and made progress on 5C although the target was not met. The percent of students in highly restrictive settings as measured in 5C is slowly decreasing in the State, but this population is one of students with extensive needs. Arizona will continue to examine appropriate placements with an emphasis during the on-site visits of the monitoring cycle. When a concern is noted, student files will be reviewed with a focus on educational environments and the agencies will be required to conduct a root cause analysis when the data reveal concerns.

Arizona has initiatives to support PEA staff in their goal of educating students with disabilities in the least restrictive environment. The Autism Spectrum Disorder project offers a training grant to teachers, which helps teachers integrate students with autism spectrum disorder more successfully across settings. Arizona High Achievement for All (AHAA) presents strategies to reduce behavioral problems, thus allowing students greater access to the general education environment.

Students participate in the least restrictive environment with support from specialists on the ESS assistive technology (AT) team. The Tech for Learning Community Workshops allow transdisciplinary teams of educators to increase site capacity in assistive technology and universal design for learning through self pay or as a competitive grant recipient. A lending library is organized to send AT items to schools for trial on a no-cost basis, extending opportunities to the rural and remote areas of the State. "Ask An AT Specialist" is a Web-based email service designed to respond to any AT questions from parents, school personnel, or the public. In addition, the AT specialists travel throughout Arizona offering workshops and classroom support to teachers, along with recommending implementation strategies, that may give students greater access to the general education environment.

Arizona will continue to support programs that offer professional development to school administrators and teachers regarding positive behavior supports, differentiated instruction, accommodations and modifications, assistive technology, and development and implementation of IEPs. Also, the State will continue to provide training to the PEAs on accurate and reliable collection and reporting of data, and will analyze the results.

Discussion of Improvement Activities Completed, with Justification, for FFY 2007

Part B State Annual Performance Report (APR) for FFY 2007

Improvement Activities
1. Initiate Autism Training Project. Status: Completed. The State implemented a personnel preparation program for teachers of children with autism.
5. Identify agencies with excessive numbers of restrictive placements and require analysis of causes and improvement planning. Status: Completed. This activity is done annually within the ADE/ESS monitoring system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following new improvement activities were developed to improve the percentage of students placed in the least restrictive environment.⁶

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Arizona High Achievement for All (AHAA) Year 1 schools will complete all tasks to improve decision making for placing students with disabilities in the least restrictive environment	a) Collection of baseline data on suspension/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspension, expulsion, office referrals, academic performance, and placement in the least restrictive environment		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

⁶ New activities for FFY 2007 and added to SPP Revised FFY 2007

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2) AHAA Year 2 schools will improve decision making for placing students with disabilities in the least restrictive environment	a) Collection of baseline data on suspension/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	b) Collection of baseline data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	c) Collection of ending data on suspensions/expulsions for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	d) Collection of ending data on office referrals for all students and students with disabilities		9/1/08 – 6/30/10	Comprehensive System of Personnel Development Staff
	e) Aggregation and disaggregation of data collected for all students and students with disabilities on impact of the AHAA project on suspension, expulsion, office referrals, academic performance, and placement in the least restrictive environment		9/1/08 – 6/30/11	Comprehensive System of Personnel Development Staff

Part B State Annual Performance Report (APR) for FFY 2007**Monitoring Priority: FAPE in the LRE****Indicator 6: Preschool Placements**

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

States are not required to report on Indicator 6 for the FFY 2007 APR.

Part B State Annual Performance Report (APR) for FFY 2007

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7: Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.

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- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2007	States are required to report targets in February 2010

Overview of Issue/Description of System or Process

Arizona is required to report progress data and improvement activities for Indicator 7 in the FFY 2007 APR using the SPP template.

Arizona's FFY 2005-2010 State Performance Plan for Special Education—Revised FFY 2007 can be found on the ADE/ESS Web site at <http://www.ade.az.gov/ess/> in the Resources section, under the menu labeled State Performance Plan.

Baseline Data

States are required to report baseline data in February 2010.

Progress Data for FFY 2007

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A. Positive social-emotional skills (including social relationships):	# of children	% of children
a. Percent of preschool children who did not improve functioning	1363	13.42%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3364	33.12%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3276	32.25%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2080	20.48%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	72	0.709%
Total	N = 10155	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	# of children	% of children
a. Percent of preschool children who did not improve functioning	1642	16.16%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3830	37.70%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3114	30.65%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1499	14.75%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	72	0.708%
Total	N = 10157	100%

C. Use of appropriate behaviors to meet their needs:	# of children	% of children
a. Percent of preschool children who did not improve functioning	1512	14.96%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3290	32.55%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers but did not reach it	3157	31.23%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2106	20.83%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	41	0.405%

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Total	N = 10106	100%
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Table 7.1 Percent of Preschool Children Showing Improved Outcomes

Domains	(b) + (c) + (d)	total # of children	% of children
Positive Social-Emotional Skills	8720	10155	85.86%
Early Communication and Literacy	8443	10157	83.12%
Appropriate Behaviors	8553	10106	84.63%

Selection of Data

Data Source

PEAs use one assessment chosen from four progress monitoring systems approved by the Arizona State Board of Education:

1. Child Observation Record (High/Scope Educational Research Foundation, Ypsilanti, MI);
2. Creative Curriculum Developmental Continuum for Ages 3-5 (Teaching Strategies, Inc., Washington, D.C.);
3. Galileo Preschool Online Educational Management System (Assessment Technology, Inc., Tucson, AZ);
4. Work Sampling System (Pearson Learning Group, Parsippany, NJ).

Data Description

PEAs report the assessment data using a Web-based data collection system that is integrated with the ADE Student Accountability Information System (SAIS). Bi-annual data is collected from all programs providing special education services for preschool children as well as from all State-funded preschool programs providing services for typically developing peers. Outcome data analysis is provided by ADE Research and Evaluation (R & E), which bases the analysis on raw assessment data from SAIS.

“Comparable to same-aged peers” is defined as a score that is equal to or greater than the score obtained by 50% of the typically developing preschool children assessed during the same time frame, using the same instruments.

Valid and Reliable Data

In addition to offering professional development and incorporating a review of a PEA's assessment system into monitoring visits, the Arizona Department of Education/Early Childhood Special Education (ADE/ECSE) currently assures the validity and reliability of the Early Childhood Outcomes (ECO) data by conducting random checks of the database while reviewing PEAs' submission status.

Improvement Activities/Timelines/Resources Completed, Revised, or Discontinued, with Justification, for FFY 2007

Improvement Activities

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1. Training for all PEAs on reporting ECO data via ADE SAIS. Status: Completed. This training is provided by the ADE STaR team on a regular basis each year.
2. Formalize and implement systems fixes within ADE SAIS based on the prior year's analysis of data and processes. Status: Revised. This activity is integrated with a new improvement activity.
3. Based on prior year's analysis of processes, develop, distribute, and promote the use of the <i>Early Childhood Assessment Manual</i> to assist PEAs' efforts to link their assessment systems with SAIS. Status: Completed. The manual is distributed statewide.
4. Review and analyze data to identify strategies to continue improving its validity and utility. Status: Revised. This activity is integrated with a new improvement activity.
5. Develop and implement statewide assessment training entitled, "Improving the Quality of Your Ongoing Progress Monitoring System". Status: Completed. This activity is revised and a new improvement activity developed to address the validity of the data that is reported.
6. Incorporate Early Childhood Quality Improvement Practices (ECQUIP) into on-site monitoring procedures. Status: Completed. The ECQUIP process is incorporated into the monitoring procedures.
7. Continue participation in Part C EC Outcome Data Advisory Committee to align data collection methods and reports. Status: Discontinued. This activity does not impact the progress or slippage of the Indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following new improvement activities focus on the major issues that impact this indicator.⁷

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a plan to correct the reporting of data obtained from the <i>Creative Curriculum Developmental Continuum – Expanded Forerunners</i> to improve the validity of the data being reported	a) Identify systemic issues involved in making this change		11/1/08 – 1/31/09	ADE/ECSE ADE Information Technology (IT)
	b) Work with the publisher to incorporate changes into on-line analysis		1/1/09 – 3/30/09	ADE/ECSE
	c) Communicate changes to all PEAs utilizing this assessment system		3/1/09 – 6/30/09	ADE/ECSE
2) Develop and implement a multi-	a) Develop and administer professional		11/1/08 – 4/30/09	ADE/ECSE

⁷ New activities for FFY 2007 and added to SPP Revised FFY 2007

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dimensional professional development plan to maximize the validity of the data being reported	development surveys to align compliance-based training needs with needs expressed by the field			
	b) Map existing training and identify additional objectives for new professional development offerings		11/1/08 – 2/28/09	ADE/ECSE
	c) Identify existing ADE and community-based forums to present existing and new ECO-related training		11/1/08 – 1/31/09	ADE/ECSE
	d) Adapt existing training to distance learning formats such as IDEAL, the ADE's Internet-based professional development platform https://www.ideal.azed.gov/		1/1/09 – 6/30/10	ADE/ECSE ADE Educational Technology
	e) Develop new face-to-face and distance learning offerings		7/1/09 – 6/30/11	ADE/ECSE
3) Develop and implement a plan to redesign the Early Childhood Assessment and Reporting System to address methodological issues impacting reporting for this indicator Note: The ADE is currently in the third year of a five-year contract with the four assessment publishers.	a) Gather internal ADE stakeholders to analyze the existing methodology and system		1/1/09 – 6/30/10	ADE/ECSE ADE/R&E ADE IT ADE Procurement
	b) Consult with external stakeholders to analyze the existing methodology and system		2/1/09 – 6/30/10	ADE/ECSE
	c) Identify key reporting and evaluation needs, desired assessment features, and professional development considerations		1/1/09 – 6/30/10	ADE/ECSE
	d) Initiate any necessary ADE infrastructure modifications and adapt professional development materials		7/1/09 – 12/31/10	ADE/ECSE ADE IT
	e) Develop the scope of work for a request for proposals (RFP) and solicitation process in anticipation of the end of the current assessment contracts in June 2011		2/1/09 – 6/30/10	ADE/ECSE ADE Procurement

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Monitoring Priority: FAPE in the LRE

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Target
2007	46%

Actual Target Data for FFY 2007

# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	total # of respondent parents of children with disabilities	Actual Target Data for 2007
3645	4049	90%
$3645 \div 4049 * 100 = 0.90 = 90\%$		

Arizona exceeded the target at 90%.

Selection of Data

Data Source

The data are taken from the Arizona Parent Survey. Arizona uses a 25-question parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM).

Data Description

The Arizona Parent Survey uses a Web-based data collection system to collect confidential demographic information and parental responses to the 25-question NCSEAM rating scale. A paper version of the survey is available in English and Spanish for parents, if needed. Parents complete the demographic data and 25 survey items. The data are analyzed using WINSTEPS statistical software. Following NCSEAM guidelines, a threshold score of 600 has been established for a positive response to the item "The school explains what options parents have if they disagree with a decision of the school." The instrument measure implies that agreement with this threshold item indicates high likelihood of agreement with items

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located “under” it on the scale. A score of 600 is required for any parent’s survey response to be considered positive.

Sampling Procedures

Arizona uses a purposive nonprobability sampling approach which gives each family an equal chance to complete the census survey in the PEA cohort. Each school year a new cohort is selected to administer the survey. Selection of PEAs is based on two factors: 1) the PEA is in its assigned year of the ESS monitoring cycle; or, 2) the PEA has a student population of 50,000 or greater. ADE/ESS ensures all newly opened PEAs (typically a charter school) will administer the parent survey. Using these procedures will allow the State to meet the requirement to report on each PEA at least once during the SPP cycle.

While the intent of this survey method is to collect confidential data from parents, it is possible there will be non-response bias (i.e., early/late responders and non-responders). The population of non-responders may represent various demographic characteristics that decrease the likelihood of completing the survey, as well as lack of access to the survey tool.

Valid and Reliable Data

Arizona ensures the data is valid and reliable by offering extensive ongoing technical assistance to PEAs. Initial survey instructions detail steps PEAs must follow to distribute survey instructions and confidential User IDs/Passwords to all parents who have a child with a disability. PEAs are given surplus User IDs/Passwords to have ready for transfer students. PEAs also receive guidance on how to maximize their parental response and involvement rates as demonstrated in the improvement activities.

The data is collected through an ADE confidential Web-based system and analyzed by the ADE/R & E using statistical software.

Table 8.1 Comparison of Parent Responses by Race/Ethnicity to State Special Education Population

Race/Ethnicity of Child of Parent Respondent	# of Responses	% of Responses	# of Special Education Population (Child Count)	% of Special Education Population (Child Count)
American Indian	362	8.95%	9402	7.38%
Asian	65	1.61%	1896	1.49%
Black	170	4.20%	8371	6.57%
Hispanic	1030	25.46%	49889	39.16%
White	2199	54.35%	57840	45.4%
Mixed	180	4.45%		
No response	40	0.99%		
Total	4046		127398	

Table 8.1 shows the response rate by race/ethnicity is in alignment with the race/ethnicity of children in special education in Arizona for American Indian, Asian, and White. The response rate is lower for Black

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and Hispanic parents. These lower response rates from Black and Hispanic parents will be monitored during the next year and targeted through an improvement activity.

Table 8.2 Comparison of Parent Responses by Child Age Group to State Special Education Population

Child Age Group	# of Responses	% of Responses	# of Special Education Population (Child Count)	% of Special Education Population (Child Count)
Ages 3–5	563	13.91%	14603	11.46%
Ages 6–13	2171	53.66%	73992	58.08%
Ages 14–22	1256	31.04%	38803	30.46%
No response	56	1.38%		
Total	4046		127398	

Table 8.2 shows the response rate is greater for parents of children ages 3 through 5, which demonstrates greater involvement of parents of younger children. The response rate declines for parents of children ages 6–13, but is not unreasonably out of alignment with the age grouping of children in special education in Arizona. The response rate of parents of children in the age group of 14–22 is slightly higher than the State population, which is likely due to the efforts of the ESS staff.

Explanation of Progress that Occurred for FFY 2007

PEAs showed a significant gain in survey responses which indicated schools facilitated parent involvement as a means of improving services and results for children with disabilities. This increase is attributed to a concerted effort by ESS program specialists and Parent Information Network (PIN) specialists to inform PEA administrators about survey procedures. ESS and PIN specialists also regularly checked district response rates during the survey cycle and advised school leadership about improving survey participation and enhancing parent involvement initiatives.

Many PEAs invited PIN specialists to co-host events where parents were given the opportunity to complete the survey. In addition, the quarterly PIN newsletter, a Web link on the ESS Web site, and regular listserv announcements notified schools and families about the importance of completing the survey.

The PIN specialists also provided free consultation, training, print and electronic special education resources, and toll-free assistance to families and schools throughout Arizona. Analysis of the requests for assistance, and feedback about the project, shows an increase in the use of PIN services by educators and families. The results indicate a relationship between PIN activities and PEA efforts to facilitate parent involvement.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

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Improvement Activities
6. Report to the public. Status: Completed. This activity is the public reporting requirement that is a federal mandate.
7. Conduct survey with PEAs in year two of the ESS monitoring cycle. Status: Completed. This activity is the survey that is conducted annually for the Indicator.
9. Incorporate a Parent Participation cluster into the ESS monitoring system, including compliance items and a root cause analysis for PEAs with below average parent ratings or poor response rates. Status: Completed. The ADE/ESS monitoring system was revised to include a Parent Participation cluster and PEAs routinely complete a root cause analysis when data from the Arizona Parent Survey indicate below average parent ratings or poor response rates.
10. In conjunction with the SEAP, analyze data at State level; compile simple, user-friendly reports. Status: Discontinued. Data is analyzed by ADE Research and Evaluation, rather than in conjunction with SEAP. ADE/ESS seeks stakeholder involvement from SEAP with regard to the results of the Arizona Parent Survey.
11. Provide TA to PEAs re: parent involvement data in order to promote improvement strategies/activities. Status: Revised. This activity is revised and a new improvement activity submitted.
12. Promote knowledge of parent training and counseling available through the PINS, Raising Special Kids, and PEAs. Status: Revised. This activity is revised and a new improvement activity submitted.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities to increase the positive response rate of parents.⁸

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase number of survey responses from parents of all races/ethnicities and age groups to ensure survey responses are representative of the State special education population	a) Advise PEAs of effective communication strategies with families about the importance of survey feedback via bi-monthly phone, email, and/or on-site consultation with participating PEAs		9/1/08 – 6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists
	b) Explain and/or demonstrate the survey process to parents and educators through survey workshops or parent events		9/1/08- 6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Arizona Parent

⁸ New activities for FFY 2007 and added to SPP Revised FFY 2007

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	designed to encourage survey responses, and post monthly response rate tallies for PEAs to self-monitor their progress			Survey data collection system ADE/ESS Parent Survey public awareness Web site (www.azed.gov/ess/parentsurvey)
	c) Develop and distribute public awareness announcements promoting the Parent Survey to agencies and organizations who serve families		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists (www.azed.gov/ess/pinspals) Enhancing Arizona's Parent Networks (www.azeapn.org)
	d) Review existing technical assistance documents and/or participate in Indicator 8 technical assistance activities to augment the Arizona Parent Survey process as a means to improve statewide response and parent involvement rates		9/1/08-6/30/11	ADE/ESS PIN Coordinator MPRRC Web site and teleconferences Technical Assistance Alliance of Parent Centers (www.taalliance.org)
2) Increase awareness of training, consultation, and resources available statewide to facilitate parent involvement in the special education process	a) Develop and maintain curricula to increase parent knowledge of the special education process and effective parent involvement strategies		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Technical Assistance Alliance of Parent Centers (www.taalliance.org) National Dissemination Center for Children with Disabilities (www.nichcy.org)
	b) Utilize the PIN Clearinghouse—a repository of printed and Web-based special education resources and training tools—to inform families about the special education process and opportunities for their involvement		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS PIN Clearinghouse (www.ade.az.gov/ess/specialprojects/pinspals/documents/)
	c) Collaborate with the Arizona PTI, and other agencies and parent organizations, to widely disseminate information about each group's training and events designed to instruct and support families who have children with		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists Raising Special Kids Enhancing Arizona's Parent Networks (www.azeapn.org)

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	disabilities			
3) Review and enhance PEAs' initiatives designed to facilitate parent involvement	a) Consult with PEAs to address family involvement strengths and needs by using previous Parent Survey data, if available, or other measures the district utilizes to judge parent participation		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists ADE/ESS Program Specialists Arizona Parent Survey database system
	b) Develop and implement staff and/or parental consultation, training, and/or distribution of resources to improve PEA parent involvement initiatives		9/1/08-6/30/11	ADE/ESS PIN Coordinator ADE/ESS PIN Specialists

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Monitoring Priority: Disproportionality

Indicator 9: Racial / Ethnic Disproportionality

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Note: The total number of public education agencies (PEAs) fluctuates year to year due to the growth of charter schools in Arizona.

FFY	Measurable and Rigorous Target
2007	0%

Actual Target Data for FFY 2007

	Disproportionate Representation
# of PEAs in the State	569
# of PEAs flagged for disproportionate representation	0
% of PEAs flagged for disproportionate representation	0%
# of PEAs found to have disproportionate representation as a result of inappropriate identification	0
% of PEAs found to have disproportionate representation as a result of inappropriate identification	0%

Arizona met the 0% target.

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Table 9.1 PEAs with Over Representation by Racial/Ethnic Group

	American Indian	Asian	Black	Hispanic	White
# of PEAs flagged for over representation	0	0	0	0	0
Total # of PEAs flagged for over representation	0				
# of PEAs found to have disproportionate representation (over representation) as a result of inappropriate identification	0				

No PEAs were flagged with a weighted risk ratio (WRR) of 3.0 or above for over representation of racial and ethnic groups in special education and related services. Therefore, there was no review of policies, procedures, and practices.

Table 9.2 PEAs with Under Representation by Racial/Ethnic Group

	American Indian	Asian	Black	Hispanic	White
# of PEAs flagged for under representation	0	0	0	0	0
Total # of PEAs flagged for under representation	0				
# of PEAs found to have disproportionate representation (under representation) as a result of inappropriate identification	0				

No PEAs were flagged with a WRR of 0.30 or below for under representation of racial and ethnic groups in special education and related services. Therefore, there was no review of policies, procedures, and practices.

Selection of Data

Data Source

The ADE/ESS collects the data through the December 1 Child Count report.

Data Description

The data are first analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identifies all racial/ethnic groups for all PEAs in the State. The ADE/ESS also uses SAS to calculate an alternate risk ratio (ARR) for PEAs that may have low numbers of students in either a particular ethnic group or other ethnicities, or both. Using OSEP guidelines, the formula determined an

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ARR for PEAs if it had more than 10 students in an ethnic group of interest, but less than 10 students in the comparable group. The ARR gives meaningful information about the multitude of small-sized rural school districts and public charter schools in Arizona, whereas risk ratios are more difficult to interpret based on small numbers of students.

The ADE/ESS also analyzed the data using the electronic spreadsheet provided by Westat, Inc. to produce a WRR for PEAs with a cell size equal to or greater than 10. This allowed a comparison between the two analyses to ensure accurate WRRs for all PEAs.

Arizona changed the definition of disproportionate representation for FFY 2007 due to a number of false positives identified using the prior definition. The prior definition of disproportionate representation was a weighted risk ratio of 3.00 or above for over representation and less than 0.33 for under representation using a cell size of 10 and examining two-year trend data.

The revised definition of disproportionate representation is a weighted risk ratio of 3.00 or above for over representation and 0.30 or below for under representation, using a cell size of 30 for the target racial/ethnic group and 30 for the other racial/ethnic groups. The data are analyzed annually and PEAs flagged each year. When a PEA is flagged, then the policies, procedures, and practices of the PEA are reviewed annually to determine if the disproportionate representation is the result of inappropriate identification.

Table 9.3 Revised Definition to Flag PEAs for Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	# of Students in Target Racial/Ethnic Group	# of Students in Other Racial/Ethnic Groups in Special Education and Related Services
Over representation	3.00 and above	30	30
Under representation	0.30 and below	30	30

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the December 1, 2007 child count data through internal edit checks. The State requires the PEAs to assure data accuracy and reliability through submission of a signed verification letter.

OSEP Required Response to FFY 2006 APR

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that

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says: “The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance.”

Review of Practices

On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State’s monitoring process if the PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

PEAs identified as having disproportionate representation and significant disproportionality for FFY 2006

Four PEAs were flagged with disproportionate representation of racial and ethnic groups and significant disproportionality in FFY 2006. The four PEAs adopted special education policies and procedures related to Indicator 9 that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds. As reported in the FFY 2006 APR, the investigation of the PEAs’ practices determined that the disproportionate representation was not a result of inappropriate identification and the practices are consistent with 34 CFR §300.173 and §300.600(d)(3).

PEAs identified as having disproportionate representation and significant disproportionality for FFY 2005

No PEAs were flagged with disproportionate representation of racial and ethnic groups and significant disproportionality in FFY 2005. All PEAs adopted special education policies and procedures related to Indicator 9 that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds. The review and acceptance of policies and procedures, and investigation of practices to be consistent with 34 CFR §300.173 and §300.600(d)(3) if the PEA is flagged, is done annually for all PEAs, regardless of the monitoring date for the PEA.

Explanation of Progress or Slippage that Occurred for FFY 2007

Arizona maintained the 0% target for FFY 2007. No PEAs in the State had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

Part B State Annual Performance Report (APR) for FFY 2007

Improvement Activities
1. Calculate agency-level weighted risk ratios (WWR) for enrollment in special education by ethnicity for all PEAs. Status: Completed. This is a requirement completed by the ADE/R & E on an annual basis.
5. Require agencies that are in Year 4 of the ESS monitoring cycle and have 3 or more points to complete a disproportionate representation analysis tool and submit it to the ESS. Status: Revised. PEAs are required to complete a disproportionate representation analysis tool when the data show such a drill down is needed. This activity is revised and submitted as a new improvement activity.
6. Identify agencies with the highest risk factors for inappropriate identification practices and advise them of their status. Status: Revised. This activity is revised and submitted as a new improvement activity.
13. Evaluate effectiveness of early intervening services on disproportionality data. Status: Discontinued. This activity is deleted because OSEP has clarified the differences between the requirement for early intervening services and the SPP/APR requirements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new improvement activity.⁹

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a system for PEAs that are flagged as at risk for disproportionate representation	a) Analyze data on an annual basis to flag PEAs that have: (i) WRR equal to 2.5 and above for over representation (ii) WRR equal to 0.40 and below for under representation		7/1/09 – 8/1/11	ADE/ESS Directors and Program Specialists ADE Research and Evaluation MPRRC
	b) Notify PEAs on an annual basis that are flagged as at risk for disproportionate representation		8/1/09 – 9/1/11	ADE/ESS Directors
	c) Provide assessment tools and guidelines on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		9/1/09 – 12/1/11	ADE/ESS Directors

⁹ New activity for FFY 2007 and added to SPP Revised FFY 2007

Part B State Annual Performance Report (APR) for FFY 2007

	d) Provide resources to PEAs on an annual basis that are flagged as at risk for disproportionate representation		10/1/09 – 12/31/11	ADE/ESS Directors
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Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Disproportionality

Indicator 10: Racial / Ethnic Disproportionality by Disability

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Note: The total number of public education agencies (PEAs) fluctuates year to year due to the growth of charter schools in Arizona.

FFY	Measurable and Rigorous Target
2007	0%

Actual Target Data for FFY 2007

	Disproportionate Representation
# of PEAs in the State	569
# of PEAs flagged for disproportionate representation	9
% of PEAs flagged for disproportionate representation	1.58%
# of PEAs found to have disproportionate representation as a result of inappropriate identification	2
% of PEAs found to have disproportionate representation as a result of inappropriate identification	0.35%

Arizona did not meet the target.

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Table 10.1 PEAs with Over Representation by Racial/Ethnic Group and Disability

	American Indian	Asian	Black	Hispanic	White
Autism					
Emotionally Disturbed			1		4
Mental Retardation					
Other Health Impairments					2
Specific Learning Disability					
Speech and Language Impairment					
# of PEAs flagged for over representation	6				
# of PEAs found to have disproportionate representation (over representation) as a result of inappropriate identification	1				

Six PEAs were flagged for over representation due to a WRR of 3.0 or above for a total of seven sets (i.e., 1 + 4 + 2 = 7). One PEA was flagged for two different disability categories (ED and OHI) for the same racial/ethnic group (white).

Two PEAs were flagged for both over representation and under representation.

The six PEAs flagged for over representation submitted special education policies and procedures that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved.

The practices of the six PEAs were investigated through the ESS monitoring system or through an ADE/ESS self assessment tool with verification by an on-site visit or desk audit. The practices of five PEAs were found to be consistent with 34 CFR §300.173 and §300.600(d)(3) and in compliance. One PEA was found to have disproportionate representation as a result of inappropriate identification. This PEA (PEA #1) was notified of noncompliance on February 29, 2008. Correction of the noncompliance will be reported in the FFY 2008 APR.

Table 10.2 PEAs with Under Representation by Racial/Ethnic Group and Disability

	American Indian	Asian	Black	Hispanic	White

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Autism					
Emotionally Disturbed				4	
Mental Retardation					
Other Health Impairments				5	
Specific Learning Disability		1			
Speech and Language Impairment					
# of PEAs flagged for under representation			7		
# of PEAs found to have disproportionate representation (under representation) as a result of inappropriate identification			1		

Seven PEAs were flagged for under representation due to a WRR of 0.30 or below for a total of ten sets (i.e., $4 + 5 + 1 = 10$). One PEA was flagged for two different disability categories (ED and OHI) for the same racial/ethnic group (Hispanic). Another PEA was flagged for the same two different disability categories (ED and OHI) for the same racial/ethnic group (Hispanic).

Two PEAs were flagged for both over representation and under representation.

The seven PEAs flagged for under representation submitted compliant special education policies and procedures that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved.

The practices of the seven PEAs were investigated through the ESS monitoring system or through an ADE/ESS self assessment tool with verification by an on-site visit or desk audit. The practices of six PEAs were found to be consistent with 34 CFR §300.173 and §300.600(d)(3) and in compliance. One PEA was found to have disproportionate representation as a result of inappropriate identification. This PEA (PEA #2) was notified of noncompliance on January 13, 2009. Correction of the noncompliance will be reported in the FFY 2008 APR.

Selection of Data

Data Source

The ADE/ESS collects the data through the December 1 Child Count report.

Data Description

The data are first analyzed using Statistical Analysis Software (SAS) to produce a weighted risk ratio (WRR) that identifies all racial/ethnic groups for all PEAs in the State. The ADE/ESS also uses SAS to calculate an alternate risk ratio (ARR) for PEAs that may have low numbers of students in either a

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particular ethnic group or other ethnicities, or both. Using OSEP guidelines, the formula determined an ARR for PEAs if the PEA had more than 10 students in an ethnic group of interest, but less than 10 students in the comparable group. The ARR gives meaningful information about the multitude of small-sized rural school districts and public charter schools in Arizona, whereas risk ratios are more difficult to interpret based on small numbers of students.

The ADE/ESS also analyzed the data using the electronic spreadsheet provided by Westat, Inc. to produce a WRR for PEAs with a cell size equal to or greater than 10. This allowed a comparison between the two analyses to ensure accurate WRRs for all PEAs.

The ADE/ESS changed the definition of disproportionate representation for FFY 2007 due to a number of false positives identified using the prior definition. The prior definition of disproportionate representation was a weighted risk ratio of 3.00 or above for over representation and less than 0.33 for under representation using a cell size of 10 and examining two-year trend data.

The revised definition of disproportionate representation is a weighted risk ratio of 3.00 or above for over representation and 0.30 or below for under representation, using a cell size of 30 for the target ethnic group and 30 for the comparison ethnic groups. The data are analyzed annually and PEAs flagged each year. When a PEA is flagged, then the policies, procedures, and practices of the PEA are reviewed annually to determine if the disproportionate representation is the result of inappropriate identification.

Table 10.3 Revised Definition to Flag PEAs for Disproportionate Representation

Disproportionate Representation	Weighted Risk Ratio	Target Racial/Ethnic Group	Racial/Ethnic Groups in Special Education and Related Services
Over representation	3.00 and above	30	30
Under representation	0.30 and below	30	30

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported the December 1, 2007 child count data through internal edit checks. In addition, the State requires the PEAs to assure data accuracy and reliability with a signed verification letter.

OSEP Required Response to FFY 2006 APR

Table 10.4 PEAs with disproportionate representation for FFY 2006

# of PEAs with disproportionate representation as a result of inappropriate identification for FFY 2006	# of PEAs corrected within one year	# of PEAs corrected within 15 months	# of PEAs not yet corrected
13	11 (84.6%)	1 (7.7%)	1 (7.7%)

PEAs identified as having disproportionate representation for FFY 2006

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Thirteen PEAs were flagged with disproportionate representation and it was determined this was a result of inappropriate identification. The ADE/ESS reviewed the policies, procedures, and practices of these 13 PEAs.

At the time of the FFY 2006 APR submission, six of the PEAs had adopted policies and procedures in compliance with the requirements of 34 CFR §§300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds and corrected the inappropriate practices. Thus, it was determined that the disproportionate representation was not a result of inappropriate identification, as was reported in the FFY 2006 APR.

At the time of the FFY 2006 APR submission, seven of the PEAs had not corrected the policies, procedures, and practices. Since that submission, seven of the PEAs adopted policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds.

The practices of the seven PEAs were investigated through one of two methods. Two of the seven PEAs conducted a self assessment—one verification was through an ESS on-site visit and the other through an ESS desk audit. It was determined that neither of these had disproportionate representation as a result of inappropriate identification.

Five of the seven PEAs were investigated through the State's monitoring system and were found to have inappropriate practices. Four of these five PEAs have corrected their practices consistent with 34 CFR §300.173 and §300.600(d)(3) and ESS has verified the correction through on-site visits.

The practices of one PEA have not been corrected. The ADE/ESS continues to monitor the correction of the PEA's practices through on-site visits, file reviews, desk audits, and phone and email communication, and resources have been provided to school personnel.

Enforcement actions have been taken, including:

- interruption of IDEA payments; and
- assignment of a special monitor.

The correction of the practices of this PEA will be reported in the FFY 2008 APR.

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that says: "The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance."

Review of Practices

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On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State's monitoring process if the PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

Explanation of Progress that Occurred for FFY 2007

Although Arizona did not meet the target, the State made progress from FFY 2006 due to a broadened emphasis on the issues surrounding disproportionate representation. ESS sponsored the annual Directors' Institute in September 2008 accenting data and other critical issues, including disproportionate representation. Guest presenters spoke about a number of interrelated topics, ranging from weighted risk ratio calculations to cultural and linguistic diversity. Participants engaged in conversation and learning activities with statisticians, researchers, and representatives from organizations such as the Equity Assistance Center and Mountain Plains Regional Resource Center.

School administrators have a heightened awareness and understanding of the issues surrounding child find and evaluation practices, and they are attempting to address disproportionate representation using the tools and resources available from national technical assistance centers and the State. Accurate reporting of data by the PEAs of students' demographic information, including race/ethnicity, also contributed to progress on this indicator.

With guidance from OSEP, the ADE/ESS revised its State procedures regarding Indicators 9 and 10. The review of policies and procedures are now done annually for all PEAs in the State. A better grasp of the data led to a revised definition of disproportionate representation, using the WRR to flag PEAs for an investigation of practices to determine if the disproportionate representation is due to inappropriate identification.

The following are resources the State has utilized:

- attendance at OSEP-sponsored conferences;
- attendance at MPRRC-sponsored regional workshops;
- meetings with MPRRC consultants;
- technical assistance phone calls with OSEP;
- technical assistance phone calls with the State's OSEP consultant;
- technical assistance phone calls and meetings with the State's MPRRC consultant;
- SPP/APR Calendar (Web site).

All of these helped move Arizona toward an expanded comprehension of the implications of disproportionate representation and of the data analysis and interpretation, allowing the State to provide enhanced technical assistance to the PEAs.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

Part B State Annual Performance Report (APR) for FFY 2007

Improvement Activities
1. Calculate agency-level weighted risk ratios (WWR) for enrollment in special education by ethnicity for all PEAs. Status: Completed. This is a requirement completed by the ADE/R & E on an annual basis.
5. Require agencies that are in Year 4 of the ESS monitoring cycle and have 3 or more points to complete a disproportionate representation analysis tool and submit it to the ESS. Status: Revised. PEAs are required to complete a disproportionate representation analysis tool when the data show such a drill down is needed. This activity is revised and submitted as a new improvement activity.
6. Identify agencies with the highest risk factors for inappropriate identification practices and advise them of their status. Status: Revised. This activity is revised and submitted as a new improvement activity.
13. Evaluate effectiveness of early intervening services on disproportionality data. Status: Discontinued. This activity is deleted because OSEP has clarified the differences between the requirement for early intervening services and the SPP/APR requirements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new improvement activity.¹⁰

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a system for PEAs that are flagged as at risk for disproportionate representation	a) Analyze data on an annual basis to flag PEAs that have: (i) WRR equal to 2.5 and above for over representation (ii) WRR equal to 0.40 and below for under representation		7/1/09 – 8/1/11	ADE/ESS Directors and Program Specialists ADE Research and Evaluation MPRRC
	b) Notify PEAs on an annual basis that are flagged as at risk for disproportionate representation		8/1/09 – 9/1/11	ADE/ESS Directors
	c) Provide assessment tools and guidelines on an annual basis to PEAs that are flagged as at risk to conduct a root cause analysis		9/1/09 – 12/1/11	ADE/ESS Directors

¹⁰ New activity for FFY 2007 and added to SPP Revised FFY 2007

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	d) Provide resources to PEAs on an annual basis that are flagged as at risk for disproportionate representation		10/1/09 – 12/31/11	ADE/ESS Directors
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Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Evaluation Timelines

Percent of children with parental consent to evaluate who were evaluated within 60 days (or State-established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State-established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a, but not included in b or c. Indicate the range of days beyond the timeline and any reasons for the delays.

Percent = $b + c$ divided by a times 100.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

a. # of children for whom parental consent to evaluate was received	b. # determined not eligible whose evaluations were completed within 60 days (or State-established timeline)	c. # determined eligible whose evaluations were completed within 60 days (or State-established timeline)	Actual Target Data for 2007
756	119	553	89%
$b + c \div a * 100 = X$ $119 + 553 \div 756 * 100 = 0.88 = 89\%$			

Arizona did not meet the target.

Table 11.1 FFY 2007 Noncompliance

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# findings by incidence of noncompliance	# of findings by incidence corrected prior to one-year timeline as of 1/15/09
84	38

Range of Days beyond Timeline

The range of days beyond the timeline was 1 to 293. The mean for the delays was 44 days; the median was 31; the mode was 4.

Table 11.2 Reasons Given for Delays

Note: More than one reason for the delay beyond the timeline was given in some instances.

Lack of an adequate timeline tracking system	18
Turnover of contracted personnel	17
Delays in parent response or availability	14
Shortage of evaluation staff	13
Unavailability of the student (e.g., absence)	9
Interruptions in the school calendar	6
Miscalculation of timeline date	4
Did not determine eligibility	2
Personal issues between special education teacher and director	2
Shortage of special education teacher	1
Shortage of qualified interpreter and synchronization with parents' schedule	1

Selection of Data

Definition of Individual Line Item for Monitoring for FFY 2007

Arizona is in the process of revising its monitoring process and system, in consultation with MPRRC and DAC. One result will be the redefinition of a finding, which should help streamline tracking, verification, and reporting of correction.

During FFY 2007, a finding by incidence is defined as every individual source of information, and having a description of a Federal or State statute or regulation. A source of information may include a student file, survey, interview, or other documentation. The finding by incidence is a written notification to the PEA by the State that the individual source of information is noncompliant.

Data Source

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Data is from the Arizona monitoring system and is based on actual number of days, not an average number of days. Arizona has established a 60-day timeline for initial evaluations. Arizona Administrative Code (AAC) R7-2-401 (E) (3) says the initial evaluation shall not exceed 60 calendar days from receipt of informed written parental consent. The 60-day evaluation period may be extended for an additional 30 days if in the best interests of the child and the parents and the public education agency agree in writing to do so (AAC R7-2-401 (E) (4)).

Method Used to Select PEAs for Monitoring

Exceptional Student Services conducts compliance monitoring for IDEA procedural requirements on a six-year cycle. The activities conducted in each of the six years of the cycles for State Fiscal Year 2008 were as follows:

- Year 1: Review of policies and procedures; Student Exit Form data
- Year 2: Collection of post-school outcome and parent survey data
- Year 3: Preparation for monitoring
- Year 4: On-site compliance and performance improvement review
- Year 5: Corrective Action Plan (CAP) closeout
- Year 6: Implementation of improvement strategies in selected clusters.

There were 85 PEAs monitored during Federal Fiscal Year 2007 with a regional balance across the State. The monitoring cycle year had a mix of elementary, unified, and union high school districts, charter schools, and other public agencies such as secure care, accommodation districts, or State institutions.

OSEP Required Response to FFY 2006 APR

Definition of Individual Line Item for Monitoring for FFY 2006

An individual line item in Arizona's monitoring system is a description of a Federal or State statute or regulation. Every individual line item is defined as a finding, which is comprised of various sources of information. These sources of information are the findings of noncompliance.

For example in FFY 2006, an individual line item was "the team determined that existing data were sufficient or determined that additional data were needed." The sources of information were student file reviews, special education teacher surveys, and general education teacher surveys. This line item could be found to be noncompliant based on any of the sources of information.

Arizona is in the process of revising its monitoring process and system, in consultation with MPRRC and DAC. One result will be the redefinition of a finding, which should help streamline tracking, verification, and reporting of correction.

Correction of Noncompliance

When noncompliance occurs, Arizona uses a variety of methods to ensure that all public agencies meet the requirements of State and federal statutes related to special education. The progressive enforcement actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the monitoring exit conference date are as follows:

- Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of State payments.
- Assignment of a special monitor or, with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools not receiving federal funds, a request to begin withholding 10% of State payments.
- For charter schools, a request to the appropriate board for a notice of intent to revoke the charter.

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- With Arizona State Board of Education approval, interruption of Group B weighted State aid.
- Request to the Arizona Attorney General for legal action.

Correction of FFY 2006 Noncompliance

NOTE: The table below illustrates the correction of noncompliance for FFY 2006. The table gives the correction by the number of PEAs and also by the number of individual findings. The reporting in the FFY 2006 APR was by PEA, only. Arizona will make a transition in this FFY 2007 APR and begin to report by each finding instead of reporting by PEA. However, in order to make the transition, the table contains two rows that list reporting by PEAs and by findings. Although Arizona reported by PEA in FFY 2006, the State corrected and verified each finding.

Table 11.3 Correction of FFY 2006 Noncompliance

	# of findings of noncompliance	# of corrections within one year	# of corrections within 13 months	# of corrections within 15 months	# of corrections within 22 months
# of PEAs	36	31 (86.1%)	3 (8.3%)	1 (2.8%)	1 (2.8%)
# of findings	35	19 (54.3%)	7 (20%)	3 (8.57%)	6 (17.1%)

The enforcement actions taken by the ADE/ESS for the five PEAs that were unable to demonstrate compliance within one year were as follows:

- All five PEAs received a notice of interruption of IDEA payments pending compliance. Three PEAs corrected evaluation requirements within 13 months, one corrected within 15 months, and one corrected within 22 months.
- The one PEA that did not correct noncompliance for 22 months had IDEA payments interrupted. In addition, the agency was assigned a special monitor, paid with the PEA's funds. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincide with the visits or email or phone communication. The district made progress during the 2008-2009 school year and implemented a number of programs with the assistance of the special monitor. Professional development was instituted for all special education personnel. Comprehensive tracking and monitoring systems were put into place to monitor timelines and delivery of services. Child find practices and the evaluation process were improved to better identify children appropriately. Specific data is collected on all students, enabling better development of IEPs and measurable goals.

Table 11.4 Correction of FFY 2005 Noncompliance

# of PEAs with noncompliance as reported in FFY 2006 APR	# of PEAs with correction within one year	# of PEAs corrected within 27 months
1	0	1

As the Table 11.4 indicates, all FFY 2005 noncompliance has been corrected. Each finding has been corrected and verified. Enforcement actions were taken with this one PEA. The local agency had funds interrupted and was assigned a special monitor, paid with the PEA's funds, to provide technical assistance to correct the noncompliance.

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Explanation of Progress that Occurred for FFY 2007

Although Arizona's results were 89%, there was improvement from FFY 2006 results by five percentage points. Progress continues due to increased focus by the ADE/ESS on those PEAs which have noncompliance. Program specialists conduct an initial on-site visit to every PEA in the State within the first, second, or third quarter of the school year. Files are reviewed and discussions held with special education administrators to identify barriers to noncompliance and determine strategies for 100% compliance. A second on-site visit is conducted during the third or fourth quarter of the school year as follow-up. ESS expects this technical assistance, first implemented during FFY 2006, will increase compliance and will positively affect the data that will be reported for FFY 2008.

The monitoring data showed PEAs went beyond the 60-day timeline due to a variety of reasons, two of which were the lack of a tracking system and miscalculation of the date. Thus, the ADE/ESS issued a monitoring alert (statewide memorandum to all special education administrators) on October 6, 2008, to remind PEAs about the requirements for evaluation and timelines and informed parental consent. The monitoring alert included an evaluation tracking system the PEAs could use to track evaluation timelines and dates. ESS expects this information will have a positive effect on the FFY 2008 data.

Discussion of Improvement Activities Completed for FFY 2007

Improvement Activities
5. Consider the inclusion of evaluation timeline data as part of the collection of PEA annual performance data.
Status: Completed. ESS considered this as part of the Special Education Annual Data Collection and decided to continue gathering the information through the ESS monitoring system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities to ensure compliance with the timely evaluation requirements.¹¹

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise ADE/ESS monitoring process and system	a) ADE/ESS Monitoring Team will revise monitoring process and system		5/1/08 – 12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system		1/1/10 – 6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test		7/1/10 – 9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implementation of fully revised system and process		10/1/10	ADE/ESS Monitoring Team

¹¹ New activities for FFY 2007 and added to SPP Revised FFY 2007

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	e) Collect and analyze data from revised monitoring system		10/1/10 – 6/30/11	ADE/ESS Monitoring Team
2) Develop and disseminate a tool for PEAs to track 60-day evaluation timelines	a) Develop evaluation tracking system	8/08		MPRRC ADE/ESS Directors ADE/ESS Specialists SEAP
	b) Disseminate evaluation tracking system		9/1/08 – 6/30/10	ADE/ESS Directors ADE/ESS Specialists
	c) Provide technical assistance to PEAs using evaluation tracking system		9/1/08 – 6/30/11	ADE/ESS Directors ADE/ESS Specialists

Technical Assistance Received and Actions Taken As a Result of the Technical Assistance

Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
OSEP	Part B IDEA Data Managers Meeting on June 8-12, 2008	ESS data management coordinator and ESS director changed methods of data maintenance, analysis, and reporting to improve accuracy and reliability.
OSEP	National Accountability Conference	Revised draft sections of FFY 2007 APR to give more detail and clarification about compliance and verification. ESS staff reviewed different ideas for strategies to improve compliance.
MPRRC DAC	ESS Monitoring Team consulted with MPRRC on 5/16/08 and 9/19/08, and with DAC on 10/17/08. The purpose of the consultation was to inform the Team as they revise the monitoring process and format.	As a result of the technical assistance, the Monitoring Team made revisions to the current monitoring system for piloting in FFY 2009.
MPRRC	Consultation regarding improving compliance with Indicator 11.	After ideas were presented and discussed, an evaluation tracking system that PEAs can use to track timelines for evaluation was developed and distributed at the statewide Directors' Institute on September 8-12, 2008. Next, an ESS special education monitoring alert was sent to all special education administrators on October 6, 2008. The alert detailed the requirements for evaluation and timelines and what constitutes informed parental consent. Included with the alert was the evaluation tracking system. This tracking system also was placed on the ESS Web site in mid October 2008.

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Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
MPRRC	Consultation and planning pertaining to the correction of compliance	This consultation led to an emphasis on data collection, analysis, and reporting at the ESS-sponsored statewide Directors' Institute on September 8-12, 2008.
MPRRC	Continuing consultation and planning pertaining to the correction of compliance.	These same dialogues with MPRRC resulted in the development of PEA data profiles that were disseminated at the Directors' Institute. Large- and small-group sessions shed light on the meaning of each PEA's own data.
RRCP	SPP/APR Calendar	The ADE/ESS deputy associate superintendent assigned staff members to teams to answer Indicator 11 Investigative Questions from the SPP/APR Calendar Web site. This initial analysis was a springboard for identification of strengths and needs and review of improvement activities. It provided the catalyst for the creation of the monitoring alert, the evaluation tracking database, and the Directors' Institute agenda.
Special Education Advisory Panel (SEAP)	A meeting took place on 9/30/08 regarding the FFY 2007 results for Indicator 11 and improving compliance. The SEAP members provided various ideas to increase understanding of this indicator by special education personnel and parents. Suggestions were given for the ESS special education monitoring alert that was sent on 10/6/08.	In addition to revisions to the monitoring alert, the ESS directors will provide updates and further clarification about evaluation timelines to ESS specialists during the monitoring year.
MPRRC	Attendance at Regional Meeting in Salt Lake City on 12/11/08 and 12/12/08 with a focus on Indicators 11 and 15.	ESS made updates to the FFY 2007 APR. Also, the information learned at the meeting will be integrated as the revisions to the monitoring system are underway.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Preschool Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- # of children who have been served in Part C and referred to Part B for eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c, or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

a. # of children who have been served in Part C and referred to Part B for eligibility determination	b. # of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthdays	c. # of those found eligible who have an IEP developed and implemented by their third birthdays	d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services	Actual Target Data
2369	367	1752	213	98%
$c \div (a - b - d) * 100 = X$ $1752 \div (2369 - 367 - 213) * 100 = 98\%$				

Arizona did not meet the target.

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Table 12.1 FFY 2007 Noncompliance

# of PEAs with noncompliance	# of PEAs corrected within one year as of 1/15/09
12	6

The six PEAs received written notification of noncompliance and are working to correct the noncompliance within the one-year timeline. The correction of noncompliance will be reported in the FFY 2008 APR.

Correction of Noncompliance

When noncompliance occurs, the ADE/ECSE takes enforcement actions for the PEAs that are unable to demonstrate compliance within one year of written notification. These steps are followed to correct the noncompliance:

- Districts that are 90% to 100% compliant are required to submit a letter of assurance that outlines their processes and procedures. The written assurance is documentation the district will be in compliance by end of the next fiscal year when data is collected.
- A notification letter is sent to PEAs that have noncompliance below 90%. A corrective action plan is required that delineates processes and procedures between AzEIP service coordinators and the school district. The corrective action plan calls for the district to submit monthly data to the ADE/ECSE until three consecutive months of compliance are demonstrated.
- If noncompliance is not corrected in a timely manner (within one year from date of notification), 619 funds are interrupted until full compliance is demonstrated.

Range of Days beyond Timeline

The ADE/ECSE data system failed and did not collect the range of days beyond the timeline. The problem has been addressed and the data system will gather this information during the next data collection period. The primary reasons for delays are failed vision and hearing screenings that require follow-up prior to further evaluation.

Selection of Data

Data Source

The data are reported by the PEAs through the Annual Special Education Data Collection, an ADE Web-based data collection system.

Data Description

All PEAs in Arizona that have a special education preschool program report the Indicator 12 data on an annual basis. Training is provided regarding the operation of the data system and interpretation of the different questions that lead to the final percentage.

Valid and Reliable Data

The ADE/ESS assures the validity and reliability of the data because it collected, maintained, and reported through internal edit checks. The State requires an assurance from the PEAs through the submission of a signed form attesting to the validity of the data.

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OSEP Required Response to FFY 2006 APR

Correction of FFY 2006 Noncompliance

Table 12.2 Correction of FFY 2006 Noncompliance

# of PEAs with noncompliance as reported in FFY 2006 APR	# of PEAs corrected within 1 year	# of PEAs corrected within 2 years	# of PEAs not yet corrected
72	66 (91.7%)	4 (5.56%)	2 (2.78%)

Table 12.2 shows that six PEAs went beyond the one-year timeline for correction of noncompliance for FFY 2006. Two PEAs have not yet corrected the noncompliance. The enforcement actions taken by the ADE/ECSE for the six PEAs that were unable to demonstrate compliance within one year are as follows:

- All six PEAs received a letter notifying the administration a corrective action plan is required that delineates processes and procedures between the Arizona Early Intervention Program (AzEIP) service coordinators and the school district. The plan calls for the district to submit monthly data to ADE/ECSE until three consecutive months of compliance are demonstrated.
- The two PEAs with uncorrected noncompliance have had the Part B 619 funds interrupted. The ADE/ECSE provides technical assistance to bring the districts toward compliance. The two PEAs are required to submit monthly reports for Indicator 12 data until 100% compliance is reached.

Correction of FFY 2005 Noncompliance

Table 12.3 Correction of FFY 2005 Noncompliance

# of PEAs with noncompliance as reported in FFY 2006 APR	# of PEAs corrected within 1 year	# of PEAs corrected within 2 years
87	37	50

As the Table 12.3 indicates, all FFY 2005 noncompliance has been corrected and verified through desk audits and verification of databases.

Explanation of Progress that Occurred for FFY 2007

Arizona made great strides toward 100% compliance for preschool transition during FFY 2007. The ADE/ECSE trained every PEA in the State with a preschool program regarding the data requirements of the SPP/APR. Workshops were organized in regional areas by the ADE/ESS data management coordinator to inform data managers about the operation of the data collection system and to give regular updates.

The ADE/ECSE also hosted eight interactive sessions with other public agency personnel to deliver information about the Intergovernmental Agreement (IGA) with the Arizona Department of Developmental Disabilities (DDD)/Arizona Early Intervention Program (AzEIP). Participants included 118 districts (178 individuals) and 228 service coordinators. District personnel and service coordinators focused on

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understanding requirements of the IGA, building collaborative relationships, and developing written policies and procedures.

Another factor contributing to the progress was a better understanding by AzEIP service coordinators of their role in scheduling transition meetings in a timely manner, which was a result of the restructuring of the training content by the ECSE and AzEIP State office personnel.

The use of an Early Childhood Special Education Alert (memorandum pertaining to current issues) was another instrument of change. The memorandum was sent to all special education administrators in July 2008 and detailed the requirements for early intervention transitions, provided a tracking tool, and outlined the consequences for noncompliance. This memorandum also was posted on the Web site in the same month.

Enhanced communication among the public agencies (ADE, AzEIP), the straightforward delivery of the requirements, and better oversight of the data collection and reporting has resulted in improved data accuracy and results from the PEAs.

Discussion of Improvement Activities Completed or Revised for FFY 2007

Improvement Activities
1. Continue providing targeted TA on transition agreement compliance to PEAs as requested or identified through monitoring and data analysis. Status: Revised. This activity is revised and submitted as a new improvement activity.
2. Enhance corrective action plan development as a result of monitoring findings to require the review of student files for the reasons the FAPE by age 3 requirement was not met and the implementation of actions to overcome the identified causes. Status: Completed. This was built into the monitoring system and implemented during the 2005-2006 school year.
7. Require districts with significant problems on this indicator to conduct a root cause analysis and develop an improvement plan. Status: Completed. This activity is integrated into the ADE/ESS monitoring system.
8. Revise the interagency agreement with AzEIP to further clarify and define the responsibilities of each agency in the transition process Status: Completed in September 2007 by the ADE/ECSE and the Department of Economic Security (DES)/Arizona Early Intervention Program (AzEIP) with input from the field, which resulted in improved clarification and understanding of the scope and responsibilities of each agency in the early childhood transition process.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities to continue ensuring high rates of compliance.¹²

Primary Activity	Sub-Activities	Timeline	Resources
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¹² New activities for FFY 2007 and added to SPP Revised FFY 2007

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(GOAL)	(Objectives or Action Steps)	Complete	Projected	(Planned)
1) Conduct joint ADE/AzEIP "Transition 101" trainings annually for new AzEIP and PEA staff	a) Conduct "Transition 101" trainings annually at the Directors' Institute for new AzEIP and PEA staff		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff PEA Staff
	b) Review and revise resource materials, and disseminate to new AzEIP and PEA staff		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff
	c) Post resource materials on the ADE/ECSE Web site		7/1/08 – 6/30/11	ADE/ECSE Staff AzEIP Staff
2) Implement Alert System between Part C and Part B to examine and resolve systemic issues	a) Maintain database to track the number of alerts reported to both ECSE and AzEIP		7/1/08 – 6/30/11	ADE/ECSE Staff
	b) Maintain database to track the number of days for issues to be resolved between AzEIP and PEAs and intervene in a timely manner		7/1/08 – 6/30/11	ADE/ECSE Staff
	c) Maintain database to track the reasons an alert was issued and intervene to resolve systemic issues		7/1/08 – 6/30/11	ADE/ECSE Staff
3) Conduct targeted technical assistance to PEAs found to be noncompliant	a) Provide phone and email consultation to PEAs found to be noncompliant		7/1/08 – 6/30/11	ADE/ECSE Staff
	b) Review noncompliant PEAs' policies, procedures, and practices via desk audits and monthly review of data		7/1/08 – 6/30/11	ADE/ECSE Staff

Technical Assistance Received and Actions Taken As a Result of the Technical Assistance

Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
MPRRC	Regional 619 meeting in Salt Lake City, June 2008. Received consultation on early intervention transition.	The ECSE and AzEIP State office personnel restructured training content, which resulted in service coordinators understanding their role in scheduling transition meetings in a timely manner and understanding the point in time when a transition becomes a referral to

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		the district.
MPRRC	September 8-12, 2008. Consultation regarding improving compliance with Indicator 12, and more specifically improving correction of noncompliance.	More information was obtained regarding correction of noncompliance. This information was shared at the Directors' Institute on September 8-12, 2008. An ECSE Alert (memorandum) was sent to all special education administrators in July 2008 and posted on the ADE/ECSE Web site. The Alert detailed the requirements for early intervention transitions, provided a tracking tool, and outlined the consequences for noncompliance. Procedures for the correction of noncompliance have been developed so as to not have carryover correction from year to year, unless enforcement sanctions are required.
RRCP	SPP/APR Calendar	This analysis assisted in identification of strengths and needs in the State's early intervention transition process. Strengths were in collaboration with AzEIP, providing districts with a tracking system, and training that led to more collaborative interactions between service coordinators and district personnel. Needs were identified in the area of correction of noncompliance, which led to development of a process to address noncompliance and enforcement activities.
NECTAC	Consultation with NECTAC for Web site.	NECTAC reviewed the ECSE Web site and a proposed new Web site, giving feedback for revisions that will increase its usefulness as a resource.
Special Education Advisory Panel (SEAP) Interagency Coordinating Council (ICC)	Updates on progress with Indicator 12 were given at each meeting. The SEAP members offered suggestions to increase understanding of this indicator by PEAs and AzEIP personnel.	As a result of feedback, an ECSE Alert was sent in July 2008 that again provided the tracking system to PEAs and outlined the requirements for transitioning children from Part C to Part B services.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: High School Transition

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals divided by # of youth with an IEP age 16 and above times 100.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	# of youth with an IEP age 16 and above	Actual Target Data for 2007
771	1268	61%
$771 \div 1268 * 100 = 0.608 = 61\%$		

Arizona did not meet the target.

Table 13.1 FFY 2007 Noncompliance

# findings by incidence of noncompliance	# of findings by incidence corrected prior to one-year timeline as of 1/15/09
497	328

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Selection of Data

Definition of Individual Line Item for Monitoring for FFY 2007

Arizona is in the process of revising its monitoring process and system, in consultation with MPRRC and DAC. One result will be the redefinition of a finding, which should help streamline tracking, verification, and reporting of correction.

During FFY 2007, a finding by incidence is defined as every individual source of information, and having a description of a Federal or State statute or regulation. A source of information may include a student file, survey, interview, or other documentation. The finding by incidence is a written notification to the PEA by the State that the individual source of information is noncompliant.

Data Source

Data is from the Arizona monitoring system.

Method Used to Select PEAs for Monitoring

Exceptional Student Services conducts compliance monitoring for IDEA procedural requirements on a six-year cycle. The activities conducted in each of the six years of the cycles for State Fiscal Year 2008 were as follows:

- Year 1: Review of policies and procedures; Student Exit Form data
- Year 2: Collection of post-school outcome and parent survey data
- Year 3: Preparation for monitoring
- Year 4: On-site compliance and performance improvement review
- Year 5: Corrective Action Plan (CAP) closeout
- Year 6: Implementation of improvement strategies in selected clusters.

There were 85 PEAs monitored during Federal Fiscal Year 2007 with a regional balance across the State. The monitoring cycle year had a mix of elementary, unified, and union high school districts, charter schools, and other public agencies such as secure care, accommodation districts, or State institutions.

OSEP Required Response to FFY 2006 APR

Definition of Individual Line Item for Monitoring for FFY 2006

An individual line item in Arizona's monitoring system is a description of a Federal or State statute or regulation. Every individual line item is defined as a finding, which is comprised of various sources of information. These sources of information are the findings of noncompliance.

For example in FFY 2006, an individual line item was "the team determined that existing data were sufficient or determined that additional data were needed." The sources of information were student file reviews, special education teacher surveys, and general education teacher surveys. This line item could be found to be noncompliant based on any of the sources of information.

Arizona is in the process of revising its monitoring process and system, in consultation with MPRRC and DAC. One result will be the redefinition of a finding, which should help streamline tracking, verification, and reporting of correction.

Correction of Noncompliance

When noncompliance occurs, Arizona uses a variety of methods to ensure that all public agencies meet the requirements of State and federal statutes related to special education. The progressive enforcement

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actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the monitoring exit conference date are as follows:

- Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of State payments.
- Assignment of a special monitor or, with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools not receiving federal funds, a request to begin withholding 10% of State payments.
- For charter schools, a request to the appropriate board for a notice of intent to revoke the charter.
- With Arizona State Board of Education approval, interruption of Group B weighted State aid.
- Request to the Arizona Attorney General for legal action.

Correction of FFY 2006 Noncompliance

NOTE: The table below illustrates the correction of noncompliance for FFY 2006. The table gives the correction by the number of PEAs and also by the number of individual findings. The reporting in the FFY 2006 APR was by PEA, only. Arizona will make a transition in this FFY 2007 APR and begin to report by each finding instead of reporting by PEA. However, in order to make the transition, the table contains two rows that list reporting by PEAs and by findings. Although Arizona reported by PEA in FFY 2006, the State corrected and verified each finding.

Table 13.2 Correction of FFY 2006 Noncompliance

	# of findings of noncompliance	# of corrections within one year	# of corrections within 13 months	# of corrections within 22 months
# of PEAs	43	39 (90.6%)	1 (2.3%)	3 (6.98%)
# of findings	75	67 (89.3%)	4 (5.3%)	4 (5.3%)

The enforcement actions taken by the ADE/ESS for the four PEAs that were unable to demonstrate compliance within one year are as follows:

- All four PEAs received a notice of interruption of IDEA payments pending compliance. Two PEAs corrected transition requirements within 45 days.
- The two PEAs with that did not correct noncompliance for 22 months had IDEA payments interrupted. Also, the agencies had special monitors assigned, paid with PEA funds. The special monitor worked with the two agencies toward 100% compliance.
- PEA #1 had IDEA payments interrupted and had a special monitor assigned. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincided with the visits or email or phone communication. The district made many improvements since the beginning of the school year and implemented a number of programs with the assistance of the special monitor via visits and ongoing communication. Professional development was instituted for all special education personnel. Comprehensive tracking and monitoring systems were put into place to monitor timelines and delivery of services. Child find practices and the evaluation process were improved to better identify children appropriately. Specific data is collected on all students, enabling better development of IEPs and measurable goals.

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- PEA #2 had IDEA payments interrupted and had a special monitor assigned. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincided with the visits or email or phone communication. This PEA rebuilt its special education program and implemented systems change for child find, evaluation, service delivery, and procedural safeguards. Staff was trained to use new IEP software which aids in timeline adherence; the special education coordinator reviews files on a periodic, systematic basis with the special monitor; and district personnel are more likely to request technical assistance from the ADE/ESS.

Table 13.3 Correction of FFY 2005 Noncompliance

# PEAs with noncompliance as reported in FFY 2006 APR	# PEAs with correction within one year	# PEAs with correction within 25 months
1	0	1

As Table 13.3 indicates, all FFY 2005 noncompliance has been corrected. Each finding has been corrected and verified. Enforcement actions were taken with this PEA. The local agency had funds interrupted and was assigned a special monitor, paid with the PEA's funds, to provide technical assistance to correct the noncompliance.

Explanation of Progress that Occurred for FFY 2007

Arizona made some progress from FFY 2006, increasing by three percentage points. The ADE/ESS continues to focus on those PEAs which have noncompliance. Program specialists conduct an initial on-site visit (100% compliance visits) to every PEA in the State within the first, second, or third quarter of the school year. Files of students aged 16 years and older are reviewed; conversations with special education staff pinpoint barriers to noncompliance and suggest strategies for compliance. A second on-site visit is conducted during the third or fourth quarter of the school year as follow-up. ESS expects this technical assistance, first implemented during FFY 2006, will increase compliance and will positively affect the data reported for FFY 2008.

The ADE/ESS secondary transition specialist implemented specialized workshops during school year 2007-2008 titled "Secondary Transition IEP Requirements and Indicator 13." The half-day workshops were conducted in regions throughout the State for school staff who work with transition-aged students. Participants wrote their own individual IEPs and received input from the ESS specialists.

Two additional ESS transition specialists were hired in June and August 2008. ESS has realized the past delivery systems of technical assistance to the PEAs needs modification in order to make progress on Indicator 13 and the new improvement activities were developed in response. The turnover of special education personnel in rural areas and small charter schools and the lack of properly certified special educators have made it difficult to create sustainability. Analysis of the problems led the transition specialists to plan a transition mentor program and to offer regional workshops in all locations of the State. In addition, they will analyze pre- and post-training data to determine the effectiveness of workshops and use current data to target those PEAs most in need of assistance.

Discussion of Improvement Activities Completed or Revised, with Justification, for FFY 2007

Improvement Activities
5. Provide funding for Community-Based Transition Teams in urban and rural locations and with

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Improvement Activities	
Native American and secure care (correctional facility) populations to build local capacity to support post-school outcomes and opportunities. Status: Revised. This activity will be revised and submitted as a new improvement activity under Indicator 14.	
6. Sponsor a Statewide Transition Conference featuring model programs, national experts, and student leadership. Status: Completed. The ADE/ESS sponsors this conference annually as part of its State responsibility and partnership with other agencies.	
7. Participate with the NASDSE Community of Practice for Transition to enhance ESS awareness of effective practices occurring in other States. Status: Completed. The ADE/ESS directors and transition specialists have participated with the NASDSE Community of Practice for Transition and will continue to do so as this is integrated within the technical assistance.	
9. Train school personnel to develop meaningful, measurable, and individualized IEP transition goals. Status: Revised. This activity will be revised and a new improvement activity submitted.	
10. Enhance monitoring and TA system to provide additional guidance on postsecondary goal determinations. Status: Completed. The ADE/ESS monitoring team and transition specialists revised the monitoring forms and guidesteps to give detailed instructions and concrete examples for postsecondary goals.	
11. Amend the monitoring system to change the status of the appropriate line items to 45-day items to ensure immediate correction. Status: Completed. The ADE/ESS monitoring team revised the monitoring system to incorporate the secondary transition line items within the 45-day items. This modification alerts the PEAs to the immediacy of correction and prompts the ESS specialists to follow through with documentation.	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities to ensure compliance with the transition requirements.¹³

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop and implement a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related	a) Identify PEAs in Years 2, 3, and 4 of the monitoring cycle through collaboration with ESS program specialists		7/1/08 – 6/30/11	ESS Transition Specialists ESS Program Specialists
	b) Provide regional trainings on secondary transition IEP requirements		8/1/08 – 6/30/11	ESS Transition Specialists

¹³ New activities for FFY 2007 and added to SPP Revised FFY 2007

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to Indicator 13	c) Analyze pre- and post-training data collected through "Annual Site Visit Log" on 1) writing measurable postsecondary goals and 2) developing transition services/activities to support the postsecondary goals		8/1/08 – 6/30/11	ESS Transition Specialists ESS Program Specialists MPRRC
2) Develop and implement a pilot "Transition Mentor" program	a) Invite PEAs from southern Arizona (targeting PEAs in Year 3 of monitoring cycle) representing urban, rural, and remote geographic areas to select staff to participate in intensive training, collaboration, and ongoing support to bring all IEPs into 100% compliance for Indicator 13		1/1/09 – 2/1/09	ESS Program Specialists ESS Transition Specialists
	b) Host 1.5-day training per semester to gather data on PEA IEPs using NSTTAC Checklist and Arizona Guidesteps. Provide targeted training on: writing measurable postsecondary goals for education/training, employment and, where appropriate, independent living skills; writing measurable annual IEP goals related to the postsecondary goals; developing transition services that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school; obtaining parent/age of majority student consent to invite outside agencies; using age-appropriate transition assessments; developing a course of study tied to student's identified postsecondary goals		2/1/09 – 3/31/09 and 8/1/09 – 9/30/09	ESS Transition Specialists ESS Staff MPRRC NSTTAC
	c) PEAs participating in the pilot determine pre- and post-training proficiency levels using monitoring guidesteps		2/1/09 – 12/31/09	ESS Transition Specialists ESS Staff MPRRC
	d) ADE hosts monthly teleconferences for mentors to discuss barriers, progress, and exchange resources		3/1/09 – 12/31/09	ESS Transition Specialists MPRRC
	e) Host Wrap-Up Workshop at end of semester, collect data using NSTTAC Checklist and AZ Guidesteps, and celebrate success		12/1/09 – 12/31/09	ESS Transition Specialists ESS Staff MPRRC NSTTAC

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	f) Publish names of mentors in ADE publications, send letters to participating PEA superintendents recognizing staff and outcomes of project		1/1/10 – 6/30/10	ESS Leadership ESS Transition Specialists ESS Staff
	g) When monitored, publish and list on ADE Web site and in publications the PEAs attaining 100% compliance on Indicator 13		10/1/10 – 6/30/10	ESS Leadership ESS Transition Specialists ESS Program Specialists ESS Staff
	h) Make determination on implementing mentor program statewide during 2010-2011 school year		6/1/10 – 6/30/10	ESS Leadership ESS Transition Specialists

Technical Assistance Received and Actions Taken As a Result of the Technical Assistance

Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
IDEA Partnership-Community of Practice - Transition	Conference call on 8/8/07	Knowledge of additional national and local partners participating in the Communities of Practice (CoP) and potential for informing/increasing transition services options was increased. As a result, during Indicator 13 trainings, CoP and the Shared Work Web site is given as a reference for PEAs.
MPRRC	Regional trainings on Indicator 13 on 11/5/2007 – 11/09/07; components provided to PEAs by Mountain Plains consultant	Offered 2-day voluntary conference to PEAs to increase capacity on Indicator 13 requirements and provide practice on file review for compliance. These regional trainings were attended by a total of 95 people representing 36 PEAs.
KU, Transition Coalition Consultants	Two 2-day trainings on 12/11/07 – 12/14/07 to build the capacity of PEAs who have received a grant to develop local interagency teams around the state	During the Community Transition Team Training, a 2-hour presentation on age appropriate transition assessments was included. Seven PEAs and representatives from community agencies received the training.
IDEA Partnership-Community of Practice - Transition	Conference call on 2/6/08	Knowledge was increased regarding CoP states' transition conferences. Materials were reviewed from PA and CA, and ideas on youth involvement within their conferences were considered as well as ways to improve youth involvement in Arizona conference.

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Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
KU, Transition Coalition Consultants	Two-day training on 2/28/08 - 2/29/08 to recipients of Community Transition Team grant to build local capacity for an interagency team	A follow-up mini-session including Q and A on age appropriate transition assessments was included in training for grant-funded Community Transition Teams. Seven PEAs and representatives from community agencies received the training.
IDEA Partnership-Community of Practice - Transition	Charlotte, NC: State-to-state sharing and input from national organizations and their role/expertise in transition - use of Shared Work as a way of doing year-round work (5/5/08-5/6/08)	Developing/strengthening relationships within and outside ADE. For example, the Dropout Prevention Unit, School Guidance Counselors, Career and Technical Education, Occupational Therapists Association, and Secondary Principals Association (all stakeholders) will be invited to participate in Arizona Transition Leadership Team.
NSTTAC, NPSO TA Centers	Charlotte, NC: Secondary Transition State Planning Institute (5/7/08 - 5/9/08)	Began to utilize the "Team Planning Tool for State Capacity Building". Using the Team Planning Tool for state capacity building to restructure and guide Arizona Transition Leadership Team and guide the work of ADE/ESS transition specialists.
OSEP	Part B IDEA Data Managers Meeting on June 8-12, 2008	ESS data management specialist and ESS director changed methods of data maintenance, analysis, and reporting to improve accuracy and reliability.
KU Transition Coalition	Phone Conference on 7/6/08: Information on imbedding Indicators 13 and 14 training in the Arizona Community Transition Team trainings	Reviewed training sessions for new Community Transition Team grantees revamping sections of CTT training sessions to include more data collection and analysis.
NSTTAC	Teleconference on 7/8/08: Overview of NSTTAC's Part B, Indicator 13 resources and set of "triage" questions for use to determine SEA technical assistance needs for Indicator 13	Reviewing and using resources shared. Utilizing model for developing SPP/APR to tie Indicators 1, 2, 13, and 14 together
IDEA Partnership-Community of Practice - Transition	Participated in a workgroup to develop dialogue guides and power point for using NSTTAC's evidence based collection found on the NSTTAC Web site (7/17/08 - 7/19/08)	Share NSTTAC Web site resources in TA and trainings provided to Arizona PEAs. NSTTAC is included in resource collection being developed by ADE/ESS transition specialists.
MPRRC	Teleconference on 7/28/08: Review of Arizona Indicator 13 data and process for data collection, identified areas of concern in data collection process, discussed "triage" questions to better identify Arizona needs for TA	Reviewed and revised 2008 Arizona monitoring guidesteps. Improved training examples and TA to PEAs.

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Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
RRCP	SPP/APR Calendar	The ADE/ESS deputy associate superintendent assigned staff members to teams to answer Indicator 13 Investigative Questions from the SPP/APR Calendar Web site. This initial analysis was a springboard for identification of strengths and needs and review of improvement activities. It led to in-depth analysis of the Indicator 13 data for a better understanding of technical assistance needs.
KU Transition Coalition	Call on 8/18/08 regarding CTT grant applications and TA, training being provided at transition conference	Developed power point slides to be used at State transition conference to specifically address, tying annual IEP goals to measurable post secondary goals in the IEP presentation at State conference. PEAs were provided resources and TA to meet this requirement.
OSEP	National Accountability Conference	Revised draft sections of FFY 2007 APR to give more detail and clarification about compliance and verification. ESS staff reviewed different ideas for strategies to improve compliance.
NSTTAC	Conference call on 9/11/08 related to SPP/APR	Transition specialists reviewed materials provided on writing measurable post secondary goals for students with severe disabilities. ADE trainings and power point presentation use NSTTAC examples and further clarify writing measurable post secondary goals for students with severe disabilities.
MPRRC	One-hour conference presentation on measurable post school goals (9/22/08 – 9/23/08)	Provided materials presented by KU Transition Coalition to all participants. PEA representatives in the field have an additional resource on writing measurable post school goals.
KU Transition Coalition	One-hour training on assessments to be used to develop measurable postsecondary goals (9/22/08)	Provided materials presented by KU Transition Coalition to all participants. PEA representatives in the field have an additional resource on writing measurable post school goals.

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Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
MPRRC	Training related to Indicator 13 and how to help PEAs implement the necessary components (9/24/08)	Provided targeted training specifically for ADE education program specialists (monitoring) and transition specialists on collecting data and increasing compliance regarding Indicator 13. Improved understanding for education program specialists (monitoring) and ability to provide better TA with PEAs on their caseload.
MPRRC	Technical assistance on 9/25/08 for ADE comprehensive planning related to training on Indicator 13. Ideas on more effective/efficient training strategy (i.e., create Transition Mentors).	Possibly add to/revise the implementation of Indicator 13 strategic plan. Development of pilot mentor program in southern Arizona to test whether this would increase compliance with this indicator.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: High School Outcomes

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $\left[\frac{\text{\# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school}}{\text{\# of youth assessed who had IEPs and are no longer in secondary school}} \right] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2007	71.8%

Actual Target Data for FFY 2007

# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	# of youth assessed who had IEPs and are no longer in secondary school	Actual Target Data for 2007
1112	1934	57.5%
$1112 \div 1934 * 100 = 57.5\%$		

Arizona did not meet the target.

Selection of Data

Data Source

The data are taken from Arizona's Post School Outcomes Survey. Each PEA in the assigned cohort year must administer the survey via phone to all special education students who exited the previous school year.

Data Description

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The Arizona Post School Outcomes Survey is a student survey that was developed by the Post School Outcomes Group, which included individuals from several sections within the Arizona Department of Education, universities, multiple PEAs, other State agencies, and a parent from the Special Education Advisory Panel.

The phone survey is conducted annually between April and September. It consists of 16 questions administered to all special education students who exited school during the prior school year. The survey questions are designed to collect information from students on whether they are currently employed or attending postsecondary training or education, or both. The survey also includes questions on whether the student had been employed or attended postsecondary training or education, or both, at any time during the past year.

The PEA representative enters the survey data into an online database, the Post School Outcomes Data Collection application, supported and maintained by the Arizona Department of Education/Information Technology section. The data are analyzed by the ADE/ESS transition specialists.

For the purposes of this survey, "competitive employment" has the same meaning as in the Rehabilitation Act. The Rehabilitation Act defines "competitive employment" as work (i) in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Postsecondary education means the provision of further education and/or training in such entities as a university, college, community or junior college, vocational/trade school, apprenticeship, short-term education or employment training program, a military school, or jail/prison school on either a full or part-time basis.

Sampling Methodology

Each school year a new cohort is selected to administer the Post School Outcomes Survey. Selection of PEAs is based on two factors: 1) the PEA is in its assigned year of the ESS monitoring cycle; and 2) the PEA has students in grades 9–12 who have either graduated, aged out, or dropped out in the assigned school year. PEAs with a student population of 50,000 or more administer the survey each year to all exited students.

The ESS monitoring cycle includes a cross sample of districts and charter schools in the State to ensure an adequate sample and is representative of the geographic and ethnic diversity of the State.

Valid and Reliable Data

Using the monitoring cycle sampling methodology noted above, ESS collected data from 43 PEAs for FFY 2007. The PEAs reported on exiters from FFY 2006. The PEAs indicated they had a total of 2310 potential survey responders of which 1934 completed the survey. This equates to an adequate response rate of 83.7%. Additional analyses were conducted to determine the representativeness of the sample with regard to ethnicity, disability, gender, and exit status. The following tables reflect these analyses.

Representativeness of Sample

Table 14.1 Response Rates by Ethnicity

Race/Ethnicity of Respondents	# of Responses	% of Responses	# of Special Education Population Aged 16–21	% of Special Education Population Aged 16–21

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			(Child Count)	(Child Count)
American Indian	153	7.9%	1929	9.2%
Asian	12	0.6%	254	1.2%
Black	127	6.6%	1607	7.6%
Hispanic	735	38.0%	7247	34.4%
White	905	46.8%	10020	47.6%
Total	1932		21057	

The response rate by ethnicity was sufficiently diverse to be considered adequate and is representative of Arizona's ethnic diversity. The highest response rates were obtained from White and Hispanic responders which correspond to Arizona's largest ethnic groups, whereas the lowest response rates were from Asian and Black leavers which also correspond to Arizona's smallest ethnic groups. Compared to the percentage of the special education population aged 16–21, statewide survey responses were slightly under representative for American Indian, Asian, Black, and White groups, and slightly over representative for Hispanics. In the FFY 2006 APR data, Hispanics were slightly under represented, which has been improved for this year's data.

Table 14.2 Response Rates by Disability

Disability of Respondents	# of Responses	% of Responses	# of Special Education Population Aged 16–21 (Child Count)	% of Special Education Population Aged 16–21 (Child Count)
Autism	25	1.3%	662	3.1%
Emotional Disability	173	8.9%	1987	9.4%
Deaf Blind			32	0.2%
Hearing Impairment	31	1.6%	332	1.6%
Multiple Disabilities	21	1.1%	585	2.8%
Mild Mental Retardation	124	6.4%	1451	6.9%
Moderate Mental Retardation	45	2.3%	805	3.8%
Severe Mental Retardation	10	0.5%	204	1.0%
Other Health Impairment	92	4.8%	1254	5.9%
Orthopedic Impairment	15	0.8%	169	0.8%

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Specific Learning Disabilities	1364	70.5%	13146	62.4%
Speech/Language Impairment	19	1.0%	180	0.8%
Traumatic Brain Injury	11	0.6%	88	0.4%
Visual Impairment	4	0.2%	162	0.8%
Total	1934		21057	

Note: No value is represented in the cells for deaf blind survey responses because, at that time, the survey did not collect information from students in that disability category.

The response rates across all disability categories were adequately represented as compared to the special education population statewide. The group with the highest response rate was students with specific learning disabilities, which corresponds to the largest population of students in special education across the state. The ADE/ESS will examine the data collection process to improve the response rates by students in each disability category with an emphasis on those who are underrepresented.

Table 14.3 Response Rates by Gender

Gender of Respondents	# of Responses	% of Responses	# of Special Education Population Aged 16–21 (Child Count)	% of Special Education Population Aged 16–21 (Child Count)
Male	1290	66.7%	14003	66.5%
Female	644	33.3%	7054	33.5%
Total	1934		21057	

The response rate by gender was representative of the State special education population.

Table 14.4 Response Rates by Exit Reason

Exit Reason of Respondents	# of Responses	% of Responses	# of Special Education Population Aged 16–21 (Child Count)	% of Special Education Population Aged 16–21 (Child Count)
Graduated with a regular diploma	1444	74.7%	2143	56.1%
Reached maximum age	41	2.1%	85	2.2%

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Dropped out/other	317	17.6%	1589	41.6%
Total	1934		3817	

Definitions of Exit Reasons:

- Graduated with a regular high school diploma means the student has met the PEA's requirements to receive a regular high school diploma.
- Maximum age is through 21 years of age.
- Dropouts are defined as students who are enrolled in school at any time during the school year but are not enrolled at the end of the school year and did not transfer, graduate, or die.
- Other includes students who left school with a certificate that did not equate to a regular high school diploma.

The low representation of the students who responded to the survey in the dropped out category can be partially attributed to this population of students being difficult to contact. When students unexpectedly or suddenly depart from school, it becomes a challenge for the PEAs to obtain the students' contact information.

To remedy this in the future, the ADE/ESS is encouraging PEAs to collect contact information for students who are potential survey responders at multiple times throughout the school year in order to obtain more accurate contact information. This could potentially increase the response rate for that population.

Explanation of Slippage that Occurred for FFY 2007

There are a number of factors that may have contributed to the slippage.

Baseline data reported in the FFY 2006 APR was based on a total of 885 responses compared to 1934 responses this year, which is more than double the number of responses. Because there were fewer responders during the baseline year, it is possible that PEAs which collected data were more likely to have a larger percentage of students responding with "yes" responses to the indicator.

A downward trend in employment was noticed statewide, since employers were faced with increased labor costs, resulting in fewer jobs available. Similarly, the downturn in the economy has contributed to an increase in the overall unemployment rate for Arizona.

In addition, Arizona is very diverse geographically; PEAs can be located in urban, rural, or very remote areas. Although the sampling method provides a representative sample of the State as a whole, the resources available to each group of PEAs can differ dramatically.

Furthermore, despite every effort to provide training and technical assistance to this sample of PEAs via regional trainings, the number of participants was extremely low. Therefore, it is difficult to assure that the PEA representatives who administered the phone survey and entered the data into the online system were sufficiently trained. To remedy this, the ADE/ESS is offering more trainings to PEAs collecting data for FFY 2008. PEAs have received emails via a distribution group informing them of their responsibility, as well as phone support. In addition, the ESS transition team intends to increase its participation in the technical assistance offered by the national centers for the post school outcomes survey.

Discussion of Improvement Activities Completed or Revised, with Justification, for FFY 2007

Improvement Activities
1. Provide ongoing information about reporting requirements during the development and implementation stages to PEAs through the ADE Web site, electronic mailing lists and meetings.

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Improvement Activities	
Status: Completed. The ADE/ESS developed and implemented the survey and provided information to PEAs through meetings, the ESS listserv, and the ESS Web site.	
2. Compare baseline of exit and post-school outcome data to current data annually. Status: Completed. The ADE/ESS examined the baseline and compared the data to the targets and outcomes, and will continue to do this on an annual basis.	
3. Analyze data at State and district level; compile simple, user friendly reports. Status: Completed. The ADE/ESS analyzes State and PEA data annually and issues reports.	
4. Review six-year and annual rigorous and measurable targets that were established from the baseline data. Status: Completed. Targets were reviewed this year and will be examined again.	
5. Determine the return rates and sample representation (including disability, ethnicity, gender, and age) of State and local results. Status: Completed. The ADE/ESS examines the data to determine respondent rates and representativeness of sample.	
6. Use focus groups, national transition summits, the AZ Transition Leadership Team, and the Special Education Advisory Panel to develop strategies to correct and improve the PSO processes and outcomes. Status: Revised. This activity is integrated with a new improvement activity.	
7. Provide regional TA to PEAs re: PSO data in order to promote improvement strategies/activities. Status: Revised. This activity will be revised and a new improvement activity submitted.	
8. Provide statewide TA to PEAs re: PSO data at the transition conference in order to promote improved strategies and activities. Status: Revised. This activity will be revised and a new improvement activity submitted that will be integrated with the revised activity for #7.	
9. Participate with the National Post School Outcomes and with MPRRC to enhance awareness of effective practices. Status: Revised. This activity is integrated with a new improvement activity.	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following new improvement activities are expected to positively impact this Indicator.¹⁴

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	

¹⁴ New activities for FFY 2007 and added to SPP Revised FFY 2007

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1) Provide targeted technical assistance to PEAs on the Post School Outcomes (PSO) Survey	a) Use existing data to identify training needs to improve data collection statewide		1/1/09 – 10/1/09	ESS Transition Specialists
	b) Use existing data analysis to identify specific technical assistance needed by a specific PEA to improve their data collection of the Post School Outcomes Survey		1/1/09 – 10/1/09	ESS Transition Specialists ADE Research & Policy Analyst
2) Train Community Transition Teams (CTT) to build local capacity to improve post school outcomes through local interagency work	a) Use current PSO survey data to target PEAs to receive training		2/1/09 – 6/30/09	ESS Transition Specialists
	b) Provide a grant to complete team-building activities to facilitate interagency work		3/1/09 – 7/1/09	ESS Leadership ADE Procurement
	c) Develop team-specific action plans to address priorities identified through a transition needs assessment		2/1/09 – 6/30/10	ESS Transition Specialists University of Kansas
	d) Use current PSO data analysis to identify technical assistance needed to increase data collection		9/30/10 – 12/31/10	ESS Transition Specialists MPRRC
	e) Use PSO data collected after participation in the CTT to show improved post school outcomes		3/1/11 – 6/30/11	ESS Transition Specialists

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: Effective Corrective Action

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions, that the State has taken.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

a. # of findings of noncompliance	b. # of corrections completed as soon as possible but in no case later than one year from identification	Actual Target Data for 2007
• 1652 findings from monitorings (85 monitorings) • 72 findings from census (Indicator 12) • 114 findings from complaints (121 complaints) • 0 findings from due process • 1838 total	• 1533 corrections from monitorings • 66 findings from census (Indicator 12) • 114 corrections from complaints • 0 corrections from due process • 1713 total	93.2%
$b \div a * 100 = X$ $1713 \div 1838 * 100 = 0.9319 = 93.2\%$		

Arizona did not meet the target.

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Table 15.1 Part B Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings (individual line items) of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07): a) for which correction was verified later than one year from identification; b) for which correction is not yet verified and enforcement actions taken.
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	57	239	217	10 corrected and verified within 15 months from date of identification 2 corrected and verified within 17 months from date of identification 10 findings of noncompliance for which correction is not yet verified and enforcement actions taken
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	23 complaints 0 due process	15 complaints 0 due process	15 complaints 0 due process	
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	56	105	99	3 corrected and verified within 15 months from date of identification 2 corrected and verified within 22 months from date of identification 1 finding of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	2 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	

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Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings (individual line items) of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07): a) for which correction was verified later than one year from identification; b) for which correction is not yet verified and enforcement actions taken.
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	35	58	55	1 corrected and verified within 15 months from date of identification 1 corrected and verified within 22 months from date of identification 1 finding of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	4 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	
5. Percent of children with IEPs aged 6 through 21-educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	50	198	189	5 corrected and verified within 15 months from date of identification 2 corrected and verified within 22 months from date of identification 2 findings of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	19 complaints 0 due process	9 complaints 0 due process	9 complaints 0 due process	
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	74	245	231	9 corrected and verified within 15 months from date of identification 1 corrected and verified within 17 months from date of identification 2 corrected and verified within 22 months from date of identification 2 findings of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	30 complaints 0 due process	12 complaints 0 due process	12 complaints 0 due process	

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Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings (individual line items) of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07): a) for which correction was verified later than one year from identification; b) for which correction is not yet verified and enforcement actions taken.
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	34	32	2 corrected and verified within 22 months from date of identification
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	36	35	19	7 corrected and verified within 13 months from date of identification 3 corrected and verified within 15 months from date of identification 6 corrected and verified within 22 months from date of identification
	Dispute Resolution: Complaints, Hearings	0 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	

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Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings (individual line items) of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07): a) for which correction was verified later than one year from identification; b) for which correction is not yet verified and enforcement actions taken.
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Data Collected by Census, Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	72	72	66	4 corrected and verified within 24 months from date of identification 2 findings of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	0 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	43	75	67	4 corrected and verified within 13 months from date of identification 4 corrected and verified within 22 months from date of identification
	Dispute Resolution: Complaints, Hearings	2 complaints 0 due process	0 complaints 0 due process	0 complaints 0 due process	
Other areas of noncompliance: General findings for child find, evaluations, IEP, delivery of services, and procedural safeguards.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	78	663	624	22 corrected and verified within 15 months from date of identification 5 corrected and verified within 17 months from date of identification 12 findings of noncompliance for which correction is not yet verified and enforcement actions taken
	Dispute Resolution: Complaints, Hearings	134 complaints 0 due process	76 complaints 0 due process	76 complaints 0 due process	

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Indicator/Indicator Clusters	General Supervision System Components	# of PEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings (individual line items) of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings (individual line items) of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07): a) for which correction was verified later than one year from identification; b) for which correction is not yet verified and enforcement actions taken.
Other areas of noncompliance: Personnel issues	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0	
	Dispute Resolution: Complaints, Hearings	6 complaints 0 due process	2 complaints 0 due process	2 complaints 0 due process	
Sum the numbers down Column a and Column b			1838	1713	
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			1713 / 1838 X 100 =	93.2%	

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OSEP Required Response to FFY 2006 APR

Correction of Noncompliance

Arizona has consistent and explicit requirements before determining that a PEA has demonstrated correction of a finding of noncompliance found through the monitoring system. The ADE/ESS specialist assigned to the PEA schedules a minimum of three visits to the PEA between the monitoring exit conference and the one-year anniversary of the exit conference. The first visit is within 45 days of the exit conference and is focused on the individual student files that contributed to the finding. Documentation of new evaluations, new IEPs, and/or appropriate service delivery must be provided to the ADE/ESS specialist for the students for whom FAPE-impacting noncompliance was discovered at the monitoring. Subsequent visits to the PEA are designed to ensure that the PEA has completed the required systemic corrective actions and those actions have resulted in ongoing compliance. The ADE/ESS specialist determines ongoing compliance through a combination of files reviews, interviews, and/or observations.

When noncompliance occurs, Arizona uses a variety of methods to ensure that all public agencies meet the requirements of State and federal statutes related to special education. The progressive enforcement actions taken by ESS for the PEAs that are unable to demonstrate compliance within one year from the monitoring exit conference date are as follows:

- Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of State payments.
- Assignment of a special monitor or, with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools not receiving federal funds, a request to begin withholding 10% of State payments.
- For charter schools, a request to the appropriate board for a notice of intent to revoke the charter.
- With Arizona State Board of Education approval, interruption of Group B weighted State aid.
- Request to the Arizona Attorney General for legal action.

Definition of Individual Line Item for Monitoring for FFY 2006

An individual line item in Arizona's monitoring system is a description of a Federal or State statute or regulation. Every individual line item is defined as a finding, which is comprised of various sources of information. These sources of information are the findings of noncompliance.

For example in FFY 2006, an individual line item was "the team determined that existing data were sufficient or determined that additional data were needed." The sources of information were student file reviews, special education teacher surveys, and general education teacher surveys. This line item could be found to be noncompliant based on any of the sources of information.

Arizona is in the process of revising its monitoring process and system, in consultation with MPRRC and DAC. One result will be the redefinition of a finding, which should help streamline tracking, verification, and reporting of correction.

Correction of FFY 2005 Remaining Noncompliance as Reported in FFY 2006 APR

Note: The reporting for FFY 2005 noncompliance was by PEA, and not by each individual finding. Therefore, the reporting in Table 15.2 (below) for FFY 2005 correction of noncompliance is in the same

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manner, which is by PEA. However, Arizona corrected and verified each finding. The noncompliance for all 11 PEAs has been corrected and verified.

Table 15.2 Correction of FFY 2005 Remaining Noncompliance as Reported in FFY 2006 APR

# of PEAs with noncompliance	# of PEAs corrected within 13 months	# of PEAs corrected within 17 months	# of PEAs corrected within 25 months
11	6	4	1

As noted in Table 15.2, all PEAs have corrected the noncompliance. One PEA worked with a special monitor for slightly over two years to change its special education policies, procedures, and practices and come into compliance. During this time, Part B IDEA funds were withheld.

Enforcement of FFY 2006 Noncompliance beyond One-Year Timeline

Note: Table 15.3 (below) displays the correction and enforcement of noncompliance beyond the one-year timeline from on-site monitorings for FFY 2006. The table gives the correction by the number of PEAs and also by the number of individual findings. The reporting in the FFY 2006 APR was by PEA, only. Arizona will make a transition in this FFY 2007 APR and begin to report by each finding instead of reporting by PEA. However, in order to make the transition, the table contains two rows that list reporting by PEAs and by findings. Although Arizona reported by PEA in FFY 2006, the State corrected and verified each finding.

Table 15.3 Enforcement of FFY 2006 Noncompliance beyond One-Year Timeline from On-Site Monitorings

	# for which correction exceeded one year	# of corrections within 13 months	# of corrections within 15 months	# of corrections within 17 months	# of corrections within 22 months	# not yet corrected
# of PEAs	10	4 (40%)	3 (30%)	1 (10%)	1 (10%)	1 (10%)
# of findings	119	11 (9.24%)	53 (44.5%)	8 (6.72%)	19 (16%)	28 (23.53%)

One PEA (28 number of findings from the on-site monitoring) has noncompliance from the on-site monitoring activities not yet corrected and verified. This one PEA accounts for the correction not yet verified as denoted in the Indicator 15 Worksheet. (Note: The Worksheet shows 28 findings of remaining noncompliance from on-site monitoring activities, and two findings of remaining noncompliance from census data collected for Indicator 12, for a total of 30 findings.) Enforcement actions for this one PEA have been taken as follows:

The PEA has had IDEA payments interrupted and had a special monitor assigned. The special monitor makes on-site visits and maintains communication via email and phone. Progress is documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports are submitted that coincide with the visits or email or phone communication. This PEA has rebuilt its special education program and implemented systems change for the child find, evaluation, service delivery, and procedural safeguards components. Staff has been trained to use new IEP software which aids in timeline adherence; the special education coordinator reviews files on a periodic, systematic basis

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with the special monitor; and district personnel are more likely to request technical assistance from the ADE/ESS. This PEA is expected to correct all remaining noncompliance by June 30, 2009.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 4A

Correction of FFY 2006 Noncompliance

Ten PEAs were identified with significant discrepancies in the rates of suspensions and expulsions in FFY 2006 APR. The State reviewed the policies, procedures, and practices of the 10 identified PEAs to determine if those must be revised that are related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Table 15.4 shows the results of that review.

Table 15.4 PEAs Identified with Significant Discrepancy in FFY 2006

# of PEAs with significant discrepancy in FFY 2006	# of PEAs found to be noncompliant	# of PEAs correcting noncompliance within one year
10	10	10

Review of Policies and Procedures

The ten PEAs revised the special education policies and procedures prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS.

Review of Practices

The review of the practices of the ten PEAs was conducted by means of a self assessment or through the ADE/ESS monitoring system with verification by desk audit or on-site visit. The agencies were required to revise their procedures and practices through staff training and use of appropriate forms. The trainings included procedural safeguard requirements related to discipline, functional behavioral assessments, behavior intervention planning, the provision of FAPE for students suspended for more than 10 days, school-wide positive behavior support systems, and components of the IEP that are related to discipline.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 9

PEAs identified as having disproportionate representation and significant disproportionality for FFY 2006

Four PEAs were flagged with disproportionate representation of racial and ethnic groups and significant disproportionality in FFY 2006. The four PEAs adopted special education policies and procedures related to Indicator 9 that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds. As reported in the FFY 2006 APR, the investigation of the PEAs' practices determined that the disproportionate representation was not a result of inappropriate identification and the practices are consistent with 34 CFR §300.173 and §300.600(d)(3).

PEAs identified as having disproportionate representation and significant disproportionality for FFY 2005

No PEAs were flagged with disproportionate representation of racial and ethnic groups and significant disproportionality in FFY 2005. All PEAs adopted special education policies and procedures related to Indicator 9 that were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301

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through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds. The review and acceptance of policies and procedures, and investigation of practices to be consistent with 34 CFR §300.173 and §300.600(d)(3) if the PEA is flagged, is done annually for all PEAs, regardless of the monitoring date for the PEA.

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that says: "The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance."

Review of Practices

On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State's monitoring process if the PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 10

Correction of FFY 2006 Noncompliance

Table 15.5 PEAs with Disproportionate Representation for FFY 2006

# of PEAs with disproportionate representation as a result of inappropriate identification for FFY 2006	# of PEAs corrected within one year	# of PEAs corrected within 15 months	# of PEAs not yet corrected
13	11 (84.6%)	1 (7.7%)	1 (7.7%)

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Thirteen PEAs were flagged with disproportionate representation and it was determined this was a result of inappropriate identification. The ADE/ESS reviewed the policies, procedures, and practices of these 13 PEAs.

At the time of the FFY 2006 APR submission, six of the PEAs had adopted policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds and corrected the inappropriate practices. Thus, it was determined that the disproportionate representation was not a result of inappropriate identification, as was reported in the FFY 2006 APR.

At the time of the FFY 2006 APR submission, seven of the PEAs had not corrected the policies, procedures, and practices. Since that submission, seven of the PEAs adopted policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to approval of Part B-IDEA Basic Entitlement Grant funds.

The practices of the seven PEAs were investigated through one of two methods. Two of the seven PEAs conducted a self assessment—one verification was through an ESS on-site visit and the other through an ESS desk audit. It was determined that neither of these had disproportionate representation as a result of inappropriate identification.

Five of the seven PEAs were investigated through the State's monitoring system and were found to have inappropriate practices. Four of these five PEAs have corrected their practices consistent with 34 CFR §300.173 and §300.600(d)(3) and ESS has verified the correction through on-site visits.

The practices of one PEA have not been corrected. The ADE/ESS continues to monitor the correction of the PEA's practices through on-site visits, file reviews, desk audits, and phone and email communication, and resources have been provided to school personnel.

Enforcement actions have been taken, including:

- interruption of IDEA payments; and
- assignment of a special monitor, paid with the PEA's funds.

The correction of the practices of this PEA will be reported in the FFY 2008 APR.

Revision of State Procedures

Arizona has revised its State procedures to ensure that policies, procedures, and practices are consistent with 34 CFR §300.646(b). They are reviewed annually for all PEAs to determine whether any disproportionate representation of racial and ethnic groups in special education and related services exists that is the result of inappropriate identification.

Review of Policies and Procedures

On an annual basis, Arizona requires all PEAs to have special education policies and procedures in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311 prior to having Part B-IDEA Basic Entitlement Grant funds approved by the ADE/ESS. Each year, if the PEA makes any changes to the policies and procedures, the PEA must re-submit them to the State for review and acceptance. Each year, if the PEA does not make any changes to the policies and procedures, the PEA must submit a Statement of Assurance that says: "The PEA has not altered or modified the policies and procedures implementing the State and Federal requirements for services to children with disabilities previously submitted to and accepted by the Arizona Department of Education, Exceptional Student Services. If the PEA proposes to alter or modify the policies and procedures previously submitted to the Exceptional Student Services, the PEA must re-submit the policies and procedures to the Exceptional Student Services for review and acceptance."

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Review of Practices

On an annual basis, the State calculates the WRR for each PEA and uses the data as a trigger to flag PEAs with disproportionate representation. If a PEA is flagged, then an investigation of the practices is required to determine whether the disproportionate representation is a result of inappropriate identification and if the practices are consistent with 34 CFR §300.173 and §300.600(d)(3). This is done in one of two ways. The investigation of child find and evaluation practices is conducted through the State's monitoring process if the PEA is scheduled for an on-site monitoring that year. If the on-site monitoring is not scheduled for that year, the PEA is required to conduct a self assessment of child find and evaluation practices with verification through a desk audit, using ADE/ESS forms and guidelines.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 11

Correction of FFY 2006 Noncompliance

NOTE: Table 15.6 (below) displays the correction of outstanding noncompliance from monitorings as reported in the FFY 2006 APR. The table gives the correction by the number of PEAs and also by the number of individual findings. The reporting in the FFY 2006 APR was by PEA, only. Arizona will make a transition in this FFY 2007 APR and begin to report by each finding instead of reporting by PEA. However, in order to make the transition, the table contains two rows that list reporting by PEAs and by findings. Although Arizona reported by PEA in FFY 2006, the State corrected and verified each finding.

Table 15.6 Correction of Noncompliance Identified in FFY 2006 APR for Indicator 11

	# of findings of noncompliance	# of corrections within one year	# of corrections within 13 months	# of corrections within 15 months	# of corrections within 22 months
# of PEAs	36	31 (86.1%)	3 (8.3%)	1 (2.8%)	1 (2.8%)
# of findings	35	19 (54.3%)	7 (20%)	3 (8.57%)	6 (17.1%)

The enforcement actions taken by the ADE/ESS for the five PEAs that were unable to demonstrate compliance within one year were as follows:

- All five PEAs received a notice of interruption of IDEA payments pending compliance. Three PEAs corrected evaluation requirements within 13 months, one corrected within 15 months, and one corrected within 22 months.
- The one PEA that did not correct noncompliance for 22 months had IDEA payments interrupted. In addition, the agency was assigned a special monitor, paid with the PEA's funds. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincide with the visits or email or phone communication. The district made progress during the 2008-2009 school year and implemented a number of programs with the assistance of the special monitor. Professional development was instituted for all special education personnel. Comprehensive tracking and monitoring systems were put into place to monitor timelines and delivery of services. Child find practices and the evaluation process were improved to better identify children appropriately. Specific data is collected on all students, enabling better development of IEPs and measurable goals.

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Correction of FFY 2005 Noncompliance

Table 15.7 Correction of FFY 2005 Noncompliance

# PEAs with noncompliance as reported in FFY 2006 APR	# PEAs with correction within one year	# PEAs corrected within 27 months
1	0	1

As the Table 15.7 indicates, all FFY 2005 noncompliance has been corrected. Each finding by incidence has been corrected and verified. Enforcement actions were taken with this one PEA. The local agency had funds interrupted and was assigned a special monitor, paid with the PEA's funds, to provide technical assistance to correct the noncompliance.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 12

Correction of FFY 2006 Noncompliance

Table 15.8 Correction of FFY 2006 Noncompliance

# of PEAs with noncompliance as reported in FFY 2006 APR	# of PEAs corrected within 1 year	# of PEAs corrected within 2 years	# of PEAs not yet corrected
72	66 (91.7%)	4 (5.56%)	2 (2.78%)

Table 15.8 shows that six PEAs went beyond the one-year timeline for correction of noncompliance for FFY 2006. Two PEAs have not yet corrected the noncompliance. The enforcement actions taken by the ADE/ECSE for the six PEAs that were unable to demonstrate compliance within one year are as follows:

- All six PEAs received a letter notifying the administration a corrective action plan is required that delineates processes and procedures between AZEIP service coordinators and the school district. The plan calls for the district to submit monthly data to ADE/ECSE until three consecutive months of compliance are demonstrated.
- The two PEAs with uncorrected noncompliance have had the Part B 619 funds interrupted. The ADE/ECSE provides technical assistance to bring the districts toward compliance. The two PEAs are required to submit monthly reports for Indicator 12 data until 100% compliance is reached.

Correction of FFY 2005 Noncompliance

Table 15.9 Correction of FFY 2005 Noncompliance

# of PEAs with noncompliance as reported in FFY 2006 APR	# of PEAs corrected within 1 year	# of PEAs corrected within 2 years

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87	37	50
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As the Table 15.9 indicates, all FFY 2005 noncompliance has been corrected and verified through desk audits and verification of databases.

Correction of Noncompliance Identified in FFY 2006 APR—Indicator 13

Correction of FFY 2006 Noncompliance

NOTE: Table 15.10 (below) displays the correction of outstanding noncompliance from monitorings as reported in the FFY 2006 APR. The table gives the correction by the number of PEAs and also by the number of individual findings. The reporting in the FFY 2006 APR was by PEA, only. Arizona will make a transition in this FFY 2007 APR and begin to report by each finding instead of reporting by PEA. However, in order to make the transition, the table contains two rows that list reporting by PEAs and by findings. Although Arizona reported by PEA in FFY 2006, the State corrected and verified each finding.

Table 15.10 Correction of FFY 2006 Noncompliance

	# of findings of noncompliance	# of corrections within one year	# of corrections within 13 months	# of corrections within 22 months
# of PEAs	43	39 (90.6%)	1 (2.3%)	3 (6.98%)
# of findings	75	67 (89.3%)	4 (5.3%)	4 (5.3%)

The enforcement actions taken by the ADE/ESS for the four PEAs that were unable to demonstrate compliance within one year are as follows:

- All four PEAs received a notice of interruption of IDEA payments pending compliance. Two PEAs corrected transition requirements within 45 days.
- The two PEAs with that did not correct noncompliance for 22 months had IDEA payments interrupted. Also, the agencies had special monitors assigned, paid with PEA funds. The special monitor worked with the two agencies toward 100% compliance.
- PEA #1 had IDEA payments interrupted and had a special monitor assigned. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincided with the visits or email or phone communication. The district made many improvements since the beginning of the school year and implemented a number of programs with the assistance of the special monitor via visits and ongoing communication. Professional development was instituted for all special education personnel. Comprehensive tracking and monitoring systems were put into place to monitor timelines and delivery of services. Child find practices and the evaluation process were improved to better identify children appropriately. Specific data is collected on all students, enabling better development of IEPs and measurable goals.
- PEA #2 had IDEA payments interrupted and had a special monitor assigned. The special monitor made on-site visits and maintained communication via email and phone. Progress was documented and reported to the ADE/ESS Director of Monitoring and the assigned ADE/ESS program specialist. Updated reports were submitted that coincided with the visits or email or

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phone communication. This PEA rebuilt its special education program and implemented systems change for child find, evaluation, service delivery, and procedural safeguards. Staff was trained to use new IEP software which aids in timeline adherence; the special education coordinator reviews files on a periodic, systematic basis with the special monitor; and district personnel are more likely to request technical assistance from the ADE/ESS.

Correction of FFY 2005 Noncompliance

Table 15.11 Correction of FFY 2005 Noncompliance

# PEAs with noncompliance as reported in FFY 2006 APR	# PEAs with correction within one year	# PEAs with correction within 25 months
1	0	1

As Table 15.11 indicates, all FFY 2005 noncompliance has been corrected. Each finding by incidence has been corrected and verified. Enforcement actions were taken with this PEA. The local agency had funds interrupted and was assigned a special monitor, paid with the PEA's funds, to provide technical assistance to correct the noncompliance.

Explanation of Progress that Occurred for FFY 2007

Monitoring

Progress can be attributed to two areas of focus by the ADE/ESS, those of internal staff development and technical assistance for PEAs. A portion of monthly staff meetings was set aside to inform program specialists of changes and revisions related to laws and regulations, monitoring, and correction and verification of noncompliance. Hands-on activities for ESS staff were designed to increase the accuracy of data collection and reporting and comprehension of the monitoring requirements.

Assistance to the PEAs was delivered by different methods. Monitoring alerts were sent throughout the year, which are memoranda addressing topics related to monitoring. The ESS special education listserv conveys topical information, notices, and updates to administrators and teachers on a regular basis. A database is maintained by the ESS monitoring director and staff to give written notification to PEAs about timelines during the monitoring year. On-site visits with special education personnel were completed by ESS specialists with emphasis on monitoring outcomes and adherence to timelines.

Complaints

All PEAs that had complaint findings demonstrated compliance within the one-year timeframe. Mediations and resolution sessions do not generally hinge on procedural noncompliance or result in an order of corrective action. The due process hearings fully adjudicated did not result in an order of corrective action.

Discussion of Improvement Activities Completed, Revised, or Discontinued, with Justification, for FFY 2007

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Improvement Activities for Monitoring
2. Emphasize at all exit conferences the one-year closeout requirement. Status: Completed. This directive is listed in the ESS monitoring guidesteps.
5. Continue to require intensive TA to all PEAs unable to close out within one year. Status: Completed. ESS has procedures to correct noncompliance beyond the one-year timeline.
8. Continue to implement progressive enforcement activities for failure to complete corrective action items. Status: Completed. ESS has implemented progressive enforcement activities for PEAs to correct noncompliance beyond the one-year timeline.
10. Continue to provide incentives to close out in one year and add an incentive for nine-month closeout. Status: Discontinued. Incentives are provided on an informal basis.
11. Develop a status update form for use at nine month date. Status: Completed. The ADE/ESS monitoring director sends a form letter giving an update on the status of the monitoring at the nine-month timeline.
12. Require PEAs to provide status update to specialist three months prior to closeout date. Status: Discontinued. The ADE/ESS cannot require PEAs to provide an update on their status. The ADE/ESS program specialists provide the updates.
13. Continue involvement of ADE/ESS staff with MPRRC regional monitoring conference calls and meetings. Status: Revised. This activity is integrated with a new improvement activity.
Improvement Activities for Complaint Investigation
1. Continue established tracking system to monitor submission of required corrective actions. Status: Completed. Established tracking system is effectively monitoring the submission of corrective actions.
2. Modify procedures so that corrective action orders that allow the school greater than one year to complete will no longer be issued. Status: Completed. Procedures were modified; the corrective action has to be completed within one year.
4. Continue involvement of dispute resolution staff in regional mediation, due process hearing and complaint investigation conference calls and regional meetings. Status: Discontinued. The complaint investigators are aware of the timelines associated with this Indicator.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

Monitoring

The following is a new improvement activity to ensure Arizona's general supervision system of monitoring identifies and corrects noncompliance as soon as possible.¹⁵

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Revise ADE/ESS monitoring process and system to streamline tracking, verification, and reporting of noncompliance and correction	a) ADE/ESS Monitoring Team will revise monitoring process and system		5/1/08 – 12/31/09	ADE/ESS Monitoring Team MPRRC DAC
	b) Field test revised monitoring system		1/1/10 – 6/30/10	ADE/ESS Monitoring Team
	c) Revise monitoring system based on results from field test		7/1/10 – 9/30/10	ADE/ESS Monitoring Team MPRRC DAC
	d) Implementation of fully revised system and process		10/1/10 – 6/30/10	ADE/ESS Monitoring Team
	e) Collect and analyze data from revised monitoring system		10/1/10 – 6/30/11	ADE/ESS Monitoring Team

Complaint Investigation

The following is a new improvement activity to ensure Arizona's general supervision system of complaints and hearings identifies and corrects noncompliance as soon as possible.

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Update procedures within the Dispute Resolution Unit to ensure noncompliance is continually corrected and verified within the one-year timeline	a) Update procedures to track correction and verification of noncompliance	7/1/08		ADE/ESS Director of Dispute Resolution
	b) Implement updated procedures to track correction and verification of noncompliance		8/1/08 – 6/30/09	ADE/ESS Director of Dispute Resolution
	c) Analyze system information to determine if procedures are ensuring noncompliance is		7/1/09 – 6/30/10	ADE/ESS Director of Dispute Resolution

¹⁵ New activities for FFY 2007 and added to SPP Revised FFY 2007

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	corrected and verified within the one-year timeline			
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Technical Assistance Received and Actions Taken As a Result of the Technical Assistance

Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
MPRRC	Regional trainings on Indicator 13 on 11/5/07 – 11/09/07; components provided to PEAs by MPRRC consultant.	Offered 2-day voluntary conference to PEAs to increase capacity on Indicator 13 requirements and provide practice on file review for compliance. These regional trainings were attended by a total of 95 people representing 36 PEAs.
OSEP	Part B IDEA Data Managers Meeting on June 8-12, 2008	ESS data management specialist and ESS director changed methods of data maintenance, analysis, and reporting to improve accuracy and reliability.
MPRRC	Teleconference on 7/28/08. Review of Arizona Indicator 13 data and process for data collection, identified areas of concern in data collection process, discussed "triage" questions to better identify Arizona needs for TA.	Reviewed and revised 2008 Arizona monitoring guidesteps. Improved training examples and TA to PEAs.
RRCP	SPP/APR Calendar	The ADE/ESS deputy associate superintendent assigned staff members to teams to answer Indicator 15 Investigative Questions from the SPP/APR Calendar Web site. The analysis identified the State's strengths and needs and prompted revisions to the Indicator.
OSEP	National Accountability Conference in August 2008	Revised draft sections of FFY 2007 APR to give more detail and clarification about compliance and verification. ESS staff reviewed different ideas for strategies to improve compliance.
MPRRC DAC	ESS Monitoring Team consulted with MPRRC on 5/16/08 and 9/19/08, and DAC on 10/17/08. The purpose of the consultation was to inform the Team as they revise the monitoring process and format.	As a result of the technical assistance, the Monitoring Team made revisions to the current monitoring system for piloting in FFY 2009.
MPRRC	Consultation and planning pertaining to the correction of compliance.	This consultation led to an emphasis on data collection, analysis, and reporting at the ESS-sponsored statewide Directors' Institute on September 8-12, 2008.
MPRRC	September 8-12, 2008. Consultation	More information was obtained

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Provider of Technical Assistance	Technical Assistance Received	Actions Taken As a Result of the Technical Assistance
	regarding improving compliance with Indicator 12, and more specifically improving correction of noncompliance.	regarding correction of noncompliance. This information was shared at the Director's Institute on September 8-12, 2008. An ECSE Alert (memorandum) was sent to all special education administrators in July 2008 and posted on the ADE/ECSE Web site. The Alert detailed the requirements for early intervention transitions, provided a tracking tool, and outlined the consequences for noncompliance. Procedures for the correction of noncompliance have been developed so as to not have carryover correction from year to year, unless enforcement sanctions are required.
MPRRC	Attendance at Regional Meeting in Salt Lake City on 12/11/08 and 12/12/08 with a focus on Indicators 11 and 15.	ESS made updates to the FFY 2007 APR. Also, the information learned at the meeting will be integrated as the revisions to the monitoring system are underway.

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Complaint Investigation Timelines

Percent of signed written complaints with reports issued within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

# of signed written complaints with reports issued within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint	# of signed written complaints	Actual Target Data for 2007
119	121	98%
$(1.1(b) + 1.1(c)) \div (1.1) * 100 = X$ $114 + 5 \div 121 = 0.98 = 98\%$		

Arizona did not meet the target.

Table 16.1 FFY 2007 Noncompliance

# of reports	# of reports issued within 60-day timeline	# of reports issued within 61 days	# of reports issued within 63 days
121	119	1	1

Selection of Data

Data Source

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Data is the same as submitted under section 618, Table 7.

Valid and Reliable Data

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data is the same as reported under section 618, Table 7.

Explanation of Slippage that Occurred for FFY 2007

Arizona issued two reports past the 60-day timeline. One report was issued one day past the timeline (61 days) and the other was issued three days past the timeline (63 days). In both cases, the 60-day timeline had been miscalculated because of a data entry error, which was a training issue that resulted from recent staff turnover.

Discussion of Improvement Activities Completed, with Justification, for FFY 2007

Improvement Activities
1. Add a new paragraph to each Letter of Acknowledgement outlining ADE's expectation that the parties to the complaint will provide the investigator relevant documentation and make the necessary individuals available for interviews or risk the Letter of Findings being written without their input. Status: Completed. Letters of Acknowledgement were revised.
2. Establish a reminder system to alert the complaint investigator a week prior to a complaint due date that the 60-day timeline is about to expire. The investigator will be granted an extension prior to the timeline running out if one is justified. Status: Completed. The reminder system was established and is in operation.
3. Analyze work flow quarterly and adjust assignments as necessary between offices and investigators. Status: Completed. This activity is a management task that is completed by the Dispute Resolution director.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new improvement activity to increase the number of reports issued within the 60-day timeline.¹⁶

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish a system requiring complaint investigators to submit a draft Letter	a) Revise procedures for submission by complaint investigators of draft Letter of		7/1/08 – 12/31/08	ADE/ESS Dispute Resolution Director ADE/ESS Dispute Resolution

¹⁶ New activity for FFY 2007 and added to SPP Revised FFY 2007

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of Findings for review to Dispute Resolution director no more than seven days prior to the 60-day deadline	Findings for review to Dispute Resolution director			Coordinator
	b) Implement revised procedures for submission by complaint investigators of draft Letter of Findings for review to Dispute Resolution director no more than seven days prior to the 60-day deadline		1/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director ADE/ESS Dispute Resolution Coordinator

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Due Process Hearing Timelines

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

# of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party	# of fully adjudicated due process hearing requests	Actual Target Data for 2007
2	2	100%
$(3.2 (a) + 3.2 (b)) \div (3.2) * 100 = X$ $0 + 2 \div 2 = 1 = 100\%$		

Arizona met the target.

Selection of Data

Data Source

Data is the same as submitted under section 618, Table 7.

Valid and Reliable Data

Part B State Annual Performance Report (APR) for FFY 2007

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data is the same as reported under section 618, Table 7.

Explanation of Progress or Slippage that Occurred for FFY 2007

Arizona maintained the 100% target.

Discussion of Improvement Activities Completed, with Justification, for FFY 2007

Improvement Activities
2. Provide training to administrative law judges. Status: Completed. This training is conducted annually by the ADE/ESS as it is required by IDEA 2004.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new improvement activity to ensure due process hearings are completed within timelines.¹⁷

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Establish system that requires the Administrative Law Judge to issue a minute entry specifying the "45 th day"	a) Revise procedures that require the Administrative Law Judge to issue a minute entry specifying the "45 th day"	7/1/08 – 12/31/08		ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings
	b) Implement procedures that require the Administrative Law Judge to issue a minute entry specifying the "45 th day" to improve tracking of timelines and to ensure due process hearings are completed within the required timelines		1/1/09 – 6/30/11	ADE/ESS Dispute Resolution Director Arizona Office of Administrative Hearings

¹⁷ New activity for FFY 2007 and added to SPP Revised FFY 2007

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Resolution Session Effectiveness

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

FFY	Measurable and Rigorous Target
2007	63%

Actual Target Data for FFY 2007

# of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements	# of hearing requests that went to resolution sessions	Actual Target Data for 2007
15	22	68.2%
$(3.1 (a) \div 3.1) * 100 = X$ $15 \div 22 = 0.682 = 68.2\%$		

Arizona exceeded the target.

Selection of Data

Data Source

Data is the same as submitted under section 618, Table 7.

Valid and Reliable Data

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data is the same as reported under section 618, Table 7.

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Explanation of Progress or Slippage that Occurred for FFY 2007

Arizona exceeded the target. The State gave school personnel the opportunity to participate in workshops with Eric Hartwig, Ph.D., who presented on leadership, negotiation, and dealing with difficult people.

Discussion of Improvement Activities Completed or Revised, with Justification, for FFY 2007

Improvement Activities
2. Continue to work with the Arizona OAH to develop an efficient interagency data tracking system. Status: Completed. The OAH copies the director of Dispute Resolution on all "minute entries" issued during all phases of a due process hearing, including resolution sessions.
3. Offer a workshop to PEAs on mediation, negotiation, and facilitation techniques in order to encourage resolution of due process complaints. Status: Completed. This workshop was presented at the ESS-sponsored Directors' Institute in September 2009 by Eric P. Hartwig, Ph.D.
4. Review and analyze results semiannually and modify training and procedures to improve outcomes. Status: Completed. This is done by the director of Dispute Resolution who monitors the outcome of all aspects of dispute resolution.
5. Develop a feedback system for participants in resolutions sessions to determine the reasons for success or failure. Status: Revised. This activity will be revised and a new improvement activity submitted.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following is a new activity to improve the number of requests that go to resolution sessions.¹⁸

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Develop a survey to be given to parties that participate in a resolution session	a) Develop survey	7/1/08 – 9/1/08		ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Field test survey and revise if appropriate		9/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator

¹⁸ New activity for FFY 2007 and added to SPP Revised FFY 2007

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	c) Implement survey for parties that participate in a resolution session		7/1/09 – 6/30/11	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
--	--	--	------------------	---

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Mediation Effectiveness

Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

FFY	Measurable and Rigorous Target
2007	83%

Actual Target Data for FFY 2007

# of mediations held that resulted in mediation agreements	# of mediations	Actual Target Data for 2007
17	24	70.8%
$(2.1 (a) (i) + 2.1 (b) (i)) \div (2.1) * 100 = X$ $8 + 9 \div 24 = 0.708 = 70.8\%$		

Arizona did not meet the target.

Selection of Data

Data Source

Data is the same as submitted under section 618, Table 7.

Valid and Reliable Data

The ADE/ESS collects and maintains the dispute resolution data in its internal database and assures the accuracy, reliability, and validity of the data. The dispute resolution data is the same as reported under section 618, Table 7.

Explanation of Slippage that Occurred for FFY 2007

Part B State Annual Performance Report (APR) for FFY 2007

Arizona experienced slippage from FFY 2006. The State took steps to make progress by means of a cadre of trained mediators; PIN specialists to assist parents; program specialists to offer information to school personnel and parents via email and phone; and information disseminated on the ESS Web site.

Discussion of Improvement Activities Completed or Revised, with Justification, for FFY 2007

Improvement Activities	
2. Utilize PIN specialists to discuss value of mediation with parents. Status: Completed. The Dispute Resolution director meets with PINS on a regular basis to ensure they have updated information to assist parents.	
3. Analyze feedback from mediation survey sent to parties following mediation to determine what ADE can do to improve the mediation system. Status: Revised. This activity will be revised and a new improvement activity submitted.	
4. Present training sessions at annual Directors' Institute on mediation. Status: Completed. The Dispute Resolution director annually presents sessions pertaining to mediation.	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

The following are new improvement activities to increase the number of mediations that result in agreements.¹⁹

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Increase response rate to mediation survey	a) Train mediators about purpose and distribution of survey		7/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Analyze response rate to mediation survey		7/1/09 – 6/30/10	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
2) Review and revise, if appropriate, mediation survey	a) Review mediation survey and results to determine participant satisfaction and feedback		7/1/08 – 6/30/09	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator
	b) Revise mediation survey, if appropriate, based on review and analysis		7/1/09 – 9/1/09	ESS Dispute Resolution Director ESS Dispute Resolution

¹⁹ New activities for FFY 2007 and added to SPP Revised FFY 2007

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				Coordinator
	c) Implement revised survey		9/1/09 – 6/30/11	ESS Dispute Resolution Director ESS Dispute Resolution Coordinator

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Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: Reporting Accuracy and Timeliness

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- B. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007	100%

Actual Target Data for FFY 2007

	618 Data	APR Data	Actual Target Data for 2007
Timely	Yes	Yes	97.7%
Accurate	No	Yes	
SPP / APR data = 43			
618 data = 41			
43 + 41 = 84			
84 ÷ 86 * 100 = 97.7%			

Arizona did not meet the target.

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Table 20.1 Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

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Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	0	1	N/A	2
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	22
			Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		41
Indicator #20 Calculation					
			A. APR Total	43	
			B. 618 Total	41	
			C. Grand Total	84	
Percent of timely and accurate data = (C divided by 86 times 100)			(84) / (86) X 100 = 97.7%		97.7%

Part B State Annual Performance Report (APR) for FFY 2007

Selection of Data

Data Source

Arizona collects the 618 data and the SPP/APR data through the following sources:

- Student Accountability Information System (SAIS), a Web-based system for the collection of all student data from the PEAs;
- Arizona's Instrument to Measure Standards (AIMS) and Arizona's Instrument to Measure Standards-Alternate (AIMS-A), the statewide student assessment system used by the Arizona Department of Education for AYP and AZ LEARNS determinations;
- Annual Special Education Data Collection, a Web-based system for PEAs to submit data on the personnel, exit, and discipline elements;
- The preschool assessment Web-based data collection system, the method for PEAs to submit preschool outcome data;
- Arizona Parent Survey, a Web-based system for parents to submit survey responses;
- Arizona Review to Improve Special Education, a Web-based system to collect monitoring data;
- Dispute Resolution database to collect, maintain, and report all dispute resolution information.

Data Description

Based on the Part B Indicator 20 Scoring Rubric (Table 20.1), Arizona submitted timely and accurate data 97.7% of the time. (The State's FFY 2007 reported data for this Indicator are 97.7%.)

- Child Count and Placement, due February 1, 2008, was submitted on time and accurately. This data applied to Indicators 5, 6, 9, and 10.
- Assessment, due February 1, 2009, was submitted on time and accurately. This data applied to Indicator 3.
- Personnel, due November 1, 2008, was submitted on time and accurately.
- Exit, due November 1, 2008, was submitted on time but was not submitted accurately. This data applied to Indicators 1 and 2.
- Discipline, due November 1, 2008, was submitted on time and accurately. This data applied to Indicator 4.
- Dispute Resolution, due November 1, 2008, was submitted on time and accurately. This data applied to Indicators 15, 16, 17, 18, and 19.
- Annual Performance Report, due February 1, 2009, was submitted on time and accurately.

OSEP Required Response to FFY 2006 APR

The FFY 2006 APR reported that the statutory timelines for making changes to the student data system, Student Accountability Information System (SAIS), was amended from three years to one year for upward revisions. The citation for upward revisions is Arizona Revised Statutes (ARS) §15-915 (A) (C).

Downward revisions to SAIS, the student data system, are allowed up to three years (ARS §15-915 (A)). A copy of the relevant statutory provision can be found in Attachment 5.

For funding purposes, PEAs are allowed to correct data for the current year and for the prior year. The data correction process is considered by the ADE Research and Evaluation to be the statistical appeal. When this process is completed and closed, typically by June 1 of each year, no statistical appeals from the PEAs are accepted by the ADE. Research and Evaluation then uses the four-year school and local education agency graduation rates to calculate Adequate Yearly Progress (AYP). The ADE considers

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these graduation rates to be reliable and valid and submits the data as such to the U. S. Department of Education in accordance with the regulations of the No Child Left Behind Act of 2001.

Although ARS 15-915 (A) allows three-year downward revisions, these are rare. The superintendent/director of the PEA must submit a written request to the ADE Research and Evaluation explaining why the information was not corrected in a timely manner; the requests are thoroughly screened by Research and Evaluation. Because these revisions are uncommon, the impact on the reliability (accuracy) of the State's graduation rates can be considered negligible. There is minimal impact on validity; thus, meaningful and useful inferences can be made from the State's graduation rates after the data correction process is finalized in June of each year.

Explanation of Progress and Slippage that Occurred for FFY 2007

Arizona submitted the 618 Exit data on time but it was not accurate. This problem was due to the ADE/ESS procedures for processing data and to internal ADE programming problems with the Student Accountability Information System (SAIS). A new improvement activity is submitted with this Indicator to remedy the issues and ensure data accuracy and timeliness in the future.

Arizona has in place multiple validity and reliability checks and follows the principles of the Critical Elements document. The ADE/ESS uses the edit checks built into the WESTAT reports to ensure accuracy. The State also investigates the unusual variances identified by WESTAT to determine the validity of the submitted information. ESS understands the importance of timely and accurate data and is taking steps to improve internal processes.

The State has changed the date for PEAs to submit the federal child count from December 1 to October 1 to allow a longer window for correction and verification. The expectation is that this will improve the accuracy of the child count data submitted to OSEP on February 1.

A major overhaul of SAIS is underway that will greatly enhance the system's ability to collect, verify, and report student data. This project brings together contributions from different ADE divisions, including ESS, which will improve the special education data systems.

Arizona is making progress with regard to accurate, valid, and reliable data collection, maintenance, and reporting by means of assistance to local school personnel. The ADE/ESS Data management coordinator conducts periodic workshops in regions throughout the State to teach participants how to use the State Web-based data systems and to emphasize the importance of data accuracy and timeliness. A Web site is used to report data and to list a number of resources for data specialists and business managers (<http://www.ade.az.gov/ess/funding/datamanagement/DmHome.asp>). The System Training and Response Team (STaR), a unit within the ADE School Finance, offers trainings, specific assistance, and maintains a Web site to keep PEAs informed about SAIS and school finance issues (<http://www.ade.az.gov/schoolfinance/STaR/>).

Discussion of Improvement Activities Completed, with Justification, for FFY 2007

Improvement Activities
5. Maintain the timeliness of data submission at 100% and review annually, at a minimum, to update/improve accuracy and timeliness. Status: Completed. The ESS reviewed and amended agency procedures to ensure continued improvement in the timeliness and accuracy of the data.

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6. Review ADE/ESS efforts to ensure valid and reliable data through the use of the data standards. Status: Completed. The ESS implemented actions designed to produce timely, valid, and reliable data. Efforts also were addressed at the PEA level through training and technical assistance to improve the information submitted to the State.
7. Initiate discussions with other ADE divisions with federal reporting requirements that are extracted from SAIS to build rationale for statutory change. Status: Completed. Arizona Revised Statutes §15-915 (A) (C) was implemented during the 2006-2007 school year to allow upward revisions to SAIS for one year.
8. Investigate the advantages and disadvantages of moving the federal child count date from December 1 to an earlier date. Status: Completed for the October 1, 2008 federal child count.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

These new improvement activities are intended to improve data accuracy and timeliness.²⁰

Primary Activity (GOAL)	Sub-Activities (Objectives or Action Steps)	Timeline		Resources (Planned)
		Complete	Projected	
1) Review and revision of the ADE Student Accountability Information System (SAIS) to improve timely and accurate special education data	a) ADE/ESS will contribute funds toward the review and revision of SAIS		10/1/08 – 6/30/09	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator
	b) ADE/ESS will meet with Information Technology (IT) staff periodically to revise procedures as necessary and address problems		3/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	c) ADE/ESS will write business rules for the SAIS revisions		7/1/09 – 6/30/10	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	d) ADE/ESS will analyze SAIS operation for timely and accurate		7/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent

²⁰ New activities for FFY 2007 and added to SPP Revised FFY 2007

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	collection and reporting of special education data			ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
2) Refine ADE/ESS procedures for data aggregation	a) ADE/ESS will review and revise internal procedures for processing and reporting special education data		3/1/09 – 6/30/10	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff
	b) ADE/ESS will analyze and refine internal procedures for processing and reporting special education data		7/1/09 – 6/30/11	ADE/ESS Deputy Associate Superintendent ADE/ESS Directors ADE/ESS Data management coordinator IT Staff

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Attachments

The following are attachments to the FFY 2007 APR:

Attachment 1

- TABLE 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, 2007-2008

Attachment 2

- Arizona Parent Survey

Attachment 3

- Table 7 – Dispute Resolution Data

Attachment 4

- List of Acronyms

Attachment 5

- Arizona Revised Statute §15-915

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Attachment 1: Table 6—Participation and Performance Data

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TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2007-08

PAGE 1 OF 18

OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: ____ ARIZONA ____

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: ____ 4/8/08 FOR GRADES 3-8 AND 2/27/08 FOR GRADE 10 ____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	11253	84494
4	11403	82731
5	11328	82340
6	10864	82788
7	10383	82105
8	10002	81850
HIGH SCHOOL (SPECIFY GRADE: ____10____)	8143	76701

¹ At a date as close as possible to the testing date.

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2007-08

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: ____ARIZONA____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)
3	10235	0
4	10411	0
5	10339	0
6	9805	0
7	9272	0
8	8801	0
HIGH SCHOOL (SPECIFY GRADE: __10__)	6866	0

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2007-08

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: __ARIZONA__

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	746			746
4	731			731
5	679			679
6	702			702
7	721			721
8	794			794
HIGH SCHOOL (SPECIFY GRADE: __10__)	716			716

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**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2007-08

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FORM EXPIRES: 08/31/2009

STATE: _____ ARIZONA _____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3	44			228	
4	50			211	
5	62			248	
6	66			291	
7	56			334	
8	59			348	
HIGH SCHOOL (SPECIFY GRADE: ____10____)	47			514	

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Part B State Annual Performance Report (APR) for FFY 2007

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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-08

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FORM EXPIRES: 08/31/2009

STATE: ____ ARIZONA ____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	<u>F</u> Achievement Level	<u>A</u> Achievement Level	<u>M</u> Achievement Level	<u>E</u> Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	10A ROW TOTAL ¹
3	AIMS DPA	3178	2732	3315	1010						10235
4	AIMS DPA	3624	2444	3431	912						19411
5	AIMS DPA	4420	2628	2722	569						10339
6	AIMS DPA	5384	1899	2125	397						9805
7	AIMS DPA	4508	2329	2216	219						9272
8	AIMS DPA	5681	1568	1420	132						8801
HIGH SCHOOL (SPECIFY GRADE: ____10____)		4586	880	1328	72						6866

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: ____ M ____

¹ The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

Part B State Annual Performance Report (APR) for FFY 2007

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TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-08

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OMB NO.: 1820-0659

FORM EXPIRES: 08/31/2009

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.

³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	<u>F</u> Achievement Level	<u>A</u> Achievement Level	<u>M</u> Achievement Level	<u>E</u> Achievement Level	<u>_____</u> Achievement Level	<u>_____</u> Achievement Level	<u>_____</u> Achievement Level	<u>_____</u> Achievement Level	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
3	AIMS-A	131	327	280	8					746	
4	AIMS-A	102	235	382	12					731	3
5	AIMS-A	115	191	357	16					679	2
6	AIMS-A	120	383	197	2					702	
7	AIMS-A	83	396	240	2					721	5
8	AIMS-A	99	406	288	1					794	2
HIGH SCHOOL (SPECIFY GRADE: __10__)	AIMS-A	98	317	297	4					716	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____ M _____

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: ___4/7/08 FOR GRADES 3-8 AND 2/27/08 FOR GRADE 10_____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	11255	84494
4	11397	82731
5	11318	82340
6	10849	82788
7	10383	82105
8	9996	81850
HIGH SCHOOL (SPECIFY GRADE: __10____)	8431	77634

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	10233		
4	10417		
5	10349		
6	9820		
7	9272		
8	8807		
HIGH SCHOOL (SPECIFY GRADE: ____10____)	7044		

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	746			746
4	731			731
5	679			679
6	702			702
7	721			721
8	794			794
HIGH SCHOOL (SPECIFY GRADE: ____10____)	716			716

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTIONS (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3	46			230	
4	44			205	
5	52			238	
6	51			276	
7	56			334	
8	53			342	
HIGH SCHOOL (SPECIFY GRADE: ____10____)	128			543	

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

² In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	F Achievement Level	A Achievement Level	M Achievement Level	E Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL ¹
3	AIMS DPA	3023	3710	3015	485						10233
4	AIMS DPA	3664	3257	3197	299						10417
5	AIMS DPA	3764	3585	2777	223						10349
6	AIMS DPA	3880	3302	2498	140						9820
7	AIMS DPA	3503	3349	2324	96						9272
8	AIMS DPA	3837	3057	1854	59						8807
HIGH SCHOOL (SPECIFY GRADE: ____10____)	AIMS DPA	1858	3131	2009	46						7044

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____E_____

¹The total number of students reported by achievement level in 10A is to equal the number reported in column 3.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10B is to equal the number reported in column 4A.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL ¹	Number of Students Included Within the NCLB 2% Cap ^{2,3}
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.² Include all students whose assessment counted as proficient because they fell within the NCLB 2 % cap.³ Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)											
GRADE LEVEL	TEST NAME	<u>F</u> Achievement Level	<u>A</u> Achievement Level	<u>M</u> Achievement Level	<u>E</u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
3	AIMS-A	143	347	253	3					746	
4	AIMS-A	106	276	346	3					731	3
5	AIMS-A	116	234	326	3					679	2
6	AIMS-A	123	312	263	4					702	
7	AIMS-A	86	319	313	3					721	5
8	AIMS-A	97	300	390	7					794	2
HIGH SCHOOL (SPECIFY GRADE: ____10____)	AIMS-A	88	194	394	40					716	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: ____M____

¹ Include all students whose assessment counted as proficient because they fell within the NCLB 1% cap.² The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 10B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 10C (ON PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 10D (ON PAGE 15) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³ Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

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Attachment 2: Arizona Parent Survey

Greetings!

The Arizona Department of Education, Exceptional Student Services (ADE/ESS) and local schools have a history of commitment to family involvement in the special education process. State and local activities focus on improving outcomes for students by promoting family and school partnerships. Parental feedback is regularly collected in a variety of ways to evaluate the success of education programs.

Our State Performance Plan includes a goal to measure how well your district/school has involved you to improve special education services and results for your child. Your input on the Web-based Parent Survey will help to enhance the relationship you have with your district/school.

This *confidential* survey was developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The results will be tabulated annually for public distribution. Your district/school, and family, will benefit from knowing how well the needs of special education students and their parents are being met.

Listed below are instructions for the confidential survey. Please take a few minutes to answer questions about how your school has facilitated your involvement as a means to improve special education services and results for your child.

INSTRUCTIONS

- We prefer you complete the survey online at www.ade.az.gov/parentsurvey. It's easy! If that's not possible, complete this form.
- **ALL** of the statements in Section A and 25 questions in Section B must be answered
- **Enter the confidential survey User ID and Password given to you by your child's school.**
- Check one box - ☒ - for each of the following statements and questions.
- **MAIL** the completed survey in the envelope provided by the school. Your survey will be sent to your district or school administrative office for data entry. Do not write your name or address on the survey or the envelope. Your survey is confidential.

Section A

Confidential Survey User ID: _____ **Password:** _____

My child's grade level is:

☐ Preschool ☐ Kindergarten ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

My child's age in years is:

☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22

My child's primary disability is:

☐ Preschool - Moderate Delay
☐ Preschool - Severe Delay
☐ Preschool - Speech or Language Delay
☐ Autism
☐ Deafness
☐ Emotional Disability
☐ Hearing Impairment
☐ Mild Mental Retardation
☐ Moderate Mental Retardation

☐ Severe Mental Retardation
☐ Multiple Disability - Severe Sensory
☐ Orthopedic Impairment
☐ Other Health Impairment
☐ Specific Learning Disability
☐ Speech or Language Impairment
☐ Traumatic Brain Injury
☐ Visual Impairment

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My child's race / ethnicity is:

- | | |
|---|---|
| ☐ White / Caucasian | ☐ Asian / Pacific Islander |
| ☐ Black / African-American | ☐ American Indian / Alaskan Native |
| ☐ Hispanic / Latino | ☐ Multi-racial |

My child's gender is: ☐ Male ☐ Female

Section B

1. **I am considered an equal partner with teachers and other professionals in planning my child's program.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
2. **At the IEP meeting, we discussed how my child would participate in statewide assessments.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
3. **At the IEP meeting, we discussed accommodations and modifications my child would need.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
4. **We discussed whether my child needed services beyond the regular school year.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
5. **Written justification was given for the extent that my child would not receive services in the regular classroom.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
6. **I was given information about organizations that offer information and training for parents of students with disabilities.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
7. **I have been asked for my opinion about how well special education services are meeting my child's needs.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
8. **My child's evaluation report is written in terms I understand.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
9. **Written information I receive is written in an understandable way.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree
10. **Teachers are available to speak with me.**
☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

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11. Teachers treat me as a team member.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

12. Teachers and administrators seek out parent input.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

13. Teachers and administrators show sensitivity to the needs of students with disabilities and their families.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

14. Teachers and administrators encourage me to participate in the decision-making process.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

15. Teachers and administrators at my child's school answered any questions I had about Procedural Safeguards.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

16. Teachers and administrators respect my cultural heritage.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

17. The school has a person on staff who is available to answer parents' questions.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

18. The school communicates regularly with me regarding my child's progress on IEP goals.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

19. The school gives me choices with regard to services that address my child's needs.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

20. The school offers parents training about special education issues.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

21. My child's school told me how to request services that my child needs.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

22. The school offers parents a variety of ways to communicate with teachers.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

23. The school gives parents the help they may need to play an active role in their child's education.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

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24. The school provides information on agencies that can assist my child in the transition from school.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

25. The school explains what options parents have if they disagree with a decision of the school.

☐ Very Strongly Agree ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Very Strongly Disagree

Thank you for completing the Parent Survey.

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Attachment 3: Dispute Resolution Data

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	150
(1.1) Complaints with reports issued	121
(a) Reports with findings	47
(b) Reports within timeline	114
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	29
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	33
(2.1) Mediations	24
(a) Mediations related to due process	9
(i) Mediation agreements	8
(b) Mediations not related to due process	15
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	9

SECTION C: Hearing requests	
(3) Hearing requests total	51
(3.1) Resolution sessions	22
(a) Settlement agreements	15
(3.2) Hearings (fully adjudicated)	2
(a) Decisions within timeline	0
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	27

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	1
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

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Attachment 4: List of Acronyms

ADE	Arizona Department of Education
AIMS	Arizona's Instrument to Measure Standards
AIMS-A	Arizona's Instrument to Measure Standards-Alternate
ALJ	Administrative Law Judge
ARR	Alternate Risk Ratio
AT	Assistive Technology
AYP	Adequate Yearly Progress
AzEIP	Arizona Early Intervention Program for Infants and Toddlers
CAP	Corrective Action Plan
CoP	Communities of Practice
CSPD	Comprehensive System of Personnel Development
CTE	Career and Technical Education
CTT	Community Transition Team
ECSE	Early Childhood Special Education
ESS	Exceptional Student Services
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
Group B	Arizona Funding Category for Significant Disabilities
IDEA	The Individuals with Disabilities Education Act
IDEAL	Integrated Data to Enhance Arizona's Learning
IEP	Individualized Education Program
IT	Information Technology
LRE	Least Restrictive Environment
MPRRC	Mountain Plains Regional Resource Center
NASDSE	National Association of State Directors of Special Education
NCCREST	National Center for Culturally Responsive Education Systems

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NCLB	No Child Left Behind Act
NCSEAM	National Center for Special Education Accountability and Monitoring
NIMAC	National Instructional Materials Accessibility Center
NIMAS	National Instructional Materials Accessibility Standard
OAH	Office of Administrative Hearings
OSEP	Office of Special Education Programs/U.S. Department of Education
PBISAz	Positive Behavioral Interventions and Supports of Arizona
PEA	Public Education Agency
PINS	Parent Information Network Specialist
PSO	Post School Outcome
R & E	Research and Evaluation
RTI	Response to Intervention
SAIS	Student Accountability Information System
SEAP	Special Education Advisory Panel
SETT	Student, Environment, Task, Technology
SFY	State Fiscal Year
SIG	State Improvement Grant
SSPD	School Safety and Prevention Division
STaR	System Training and Response
SUPPORT Cadre	System for Utilizing Peers in Program Organization, Review, and Technical Assistance Cadre
SWD	Students with Disabilities
SW-PBIS	School-wide Positive Behavioral Interventions and Supports
TA	Technical Assistance
WRR	Weighted Risk Ratio

Part B State Annual Performance Report (APR) for FFY 2007**Attachment 5: Arizona Revised Statute §15-915****15-915. Correction of state aid or budget limit errors; definition**

A. If the superintendent of public instruction determines that the calculation of state aid for a school district or charter school or the calculation of the school district's or charter school's budget limits within the previous three years did not conform with statutory requirements, the superintendent shall require correction of the errors as follows:

1. Corrections may be made in the current year or in the budget year, except that in case of hardship to the school district, the superintendent may approve corrections partly in one year and partly in the year after that year.

2. Errors in the calculation of state aid shall be corrected by increasing or decreasing the state aid to the school district or charter school in the year or years in which the correction is made.

3. Errors in the calculation of the school district's or charter school's budget limits shall be corrected at a public hearing by requiring the governing board to reduce or by allowing it to increase its budget by the amount of the correction to be made that year. Overbudgeting errors corrected as provided in this paragraph are exempt from the provisions of section 15-905, subsections L and M. Not later than three days after the hearing and correction, the budget as revised shall be submitted electronically to the superintendent of public instruction.

B. Subject to the review by the joint legislative budget committee, the superintendent of public instruction shall adjust state aid for a school district in the current year if the governing board of a school district requests the recalculation of state aid for a prior year due to a change in assessed valuation that occurred as the result of a judgment in accordance with section 42-16213.

C. Notwithstanding subsection A of this section, a school district or charter school may not make upward revisions to its average daily membership counts for a particular school year after June 30 of the subsequent school year.

D. For the purposes of this section, "state aid":

1. For school districts means state aid as determined in section 15-971 and additional state aid as determined in section 15-972.

2. For charter schools means state aid as determined in section 15-185.

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