

Who Am I?

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What are the navigation tools telling us?

In 2007-08, AZ met the target on indicators:

- 1 Graduation Rate
- 2 Drop-out Rate
- 3B Participation Rate - Reading
- 3B Participation Rate - Math
- 4A Suspension/Expulsion Rate
- 5A LRE Regular Classroom
- 5B LRE Separate Classroom
- 8 Parent Involvement
- 9 Disproportionate Representation

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What are the navigation tools telling us?

In 2007-08, AZ did **not** meet the target on indicators:

- 3A AYP
- 3C Proficiency Rate Reading
- 3C Proficiency Rate Math
- 5C LRE Separate Settings
- 10 Disproportionate Representation Disability Subgroups
- 11 Timely Evaluation Rate
- 12 Preschool Transition Rate
- 13 High School Transition Rate
- 14 Post-Secondary Outcomes

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What are the navigation tools telling us?

- From 2005-06 to 2007-08, AZ **improved** on these indicators:

1 Graduation Rate	8 Parent Involvement
2 Drop-out Rate	9 Disproportionate Representation
3C Proficiency Rate Reading/Math	10 Disproportionate Representation, Disability Subgroups
4A Suspension/Expulsion Rate	11 Timely Evaluation Rate
5A LRE Regular Classroom	12 Preschool Transition Rate
5B LRE Separate Classroom	
5C LRE Separate Settings	

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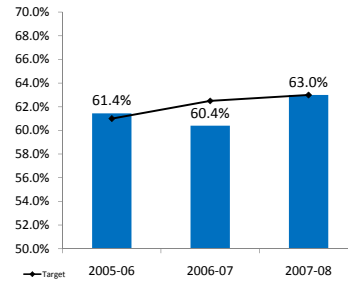
What are the navigation tools telling us?

- From 2005-06 to 2007-08, AZ **regressed** on these indicators:
 - 3A AYP Overall/Reading/Math
 - 3B Participation Rate Reading/Math
 - 13 High School Transition Rate
 - 14 Post-secondary Outcomes

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Indicator 1: AZ Results

Percent of youth with IEPs who graduate



Indicator 1: AZ District Results and Improvement Activities

- 42/70 districts met target.

Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
0-100%	20-100%	25-80%	59.0%

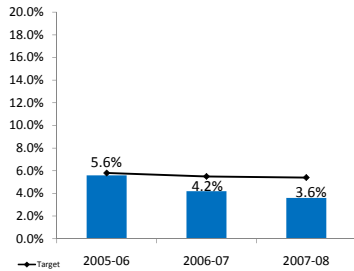
- Improvement Activities:
 - Provide training to PEAs on effective transition services to increase graduation rate of students with disabilities.

1: What have other states done to improve on this indicator?

- Require districts that fall below a certain graduation rate to do an action plan for improvement.
- Identify students at risk for drop-out and implement interventions with these students.
- Require students to engage in long-range post-secondary planning and identify courses and supports leading to those goals.
- Implement tiered academic and behavioral interventions at the high school level.

Indicator 2: AZ Results

Percent of youth with IEPs who drop-out



Indicator 2: AZ District Results and Improvement Activities

- 376/482 (78%) districts met target.

Range	10 th – 90 th Percentile	25 th – 75 th Percentile	Median
0-100%	0-12%	0-4.8%	0.0%

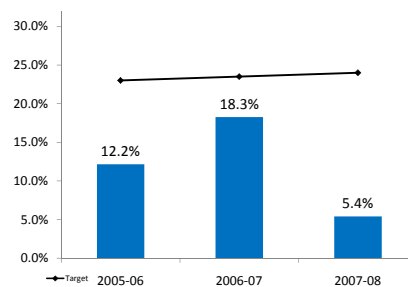
- Improvement Activities:
 - Provide training to PEAs on effective transition services to decrease dropout rate of students with disabilities.

2: What have other states done to improve on this indicator?

- Identify which students most likely to drop-out. (In this case: ED students so implemented PBS program.)
- Examine the effectiveness of two courses designed to decrease drop-out rate. (In this case, the courses had no impact; so they were dropped – back to the drawing board.)
- Examine student-level risk factors: below-grade level reading and math achievement, low attendance, number of retention events, number of course failures, and number of behavioral incidents.
- Provide training to special education and general education teachers on differentiated instruction.

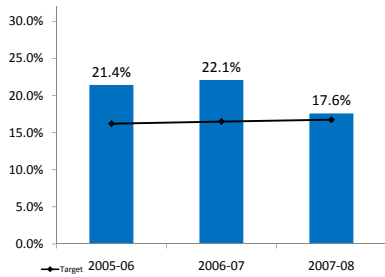
Indicator 3A Overall : AZ Results

Percent of districts that meet AYP for disability subgroup



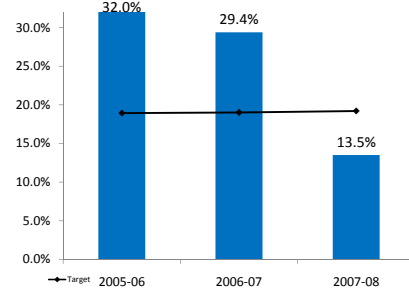
Indicator 3A Reading: AZ Results

Percent of districts that meet Reading AYP for disability subgroup



Indicator 3A Math: AZ Results

Percent of districts that meet Math AYP for disability subgroup



Indicator 3A: AZ District Results and Improvement Activities

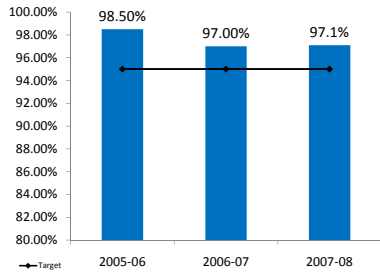
	# districts met target	Percent
Reading	13/74	17.6%
Math	10/74	13.5%

3A: What have other states done to improve on this indicator?

- Provide targeted technical assistance to districts not meeting AYP.
- Identify and disseminate evidence-based practices/ strategies such as: Response to Intervention, Positive Behavioral Supports, Reading First, Universal Design for Learning, Strategic Instructional Modeling.
- Identify successful model reading and math programs in districts meeting AYP and share this information.

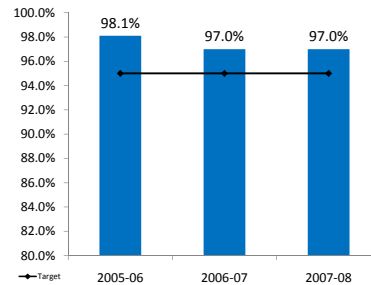
Indicator 3B Reading: AZ Results

Percent of students with disabilities participating in reading assessments



Indicator 3B Math: AZ Results

Percent of students with disabilities participating in math assessments



Indicator 3B: AZ District Results and Improvement Activities

- 451/522 (86.4%) districts met target for reading.
- 443/516 (85.9%) districts met target for math.

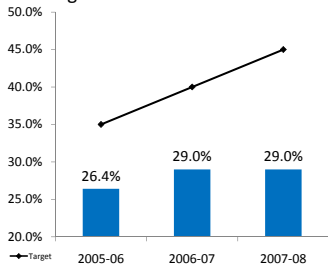
	Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
Reading	17-100%	92-100%	98-100%	100.0%
Math	25-100%	91-100%	98-100%	100.0%

3B: What have other states done to improve on this indicator?

- Provide regional training on accommodations, adaptations, and eligibility for the state alternate system.
- Publish document on state participation and accommodations policy.
- Have districts provide reasons as to why particular students did not participate, analyze reasons, provide technical assistance.

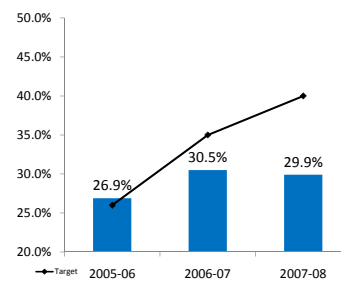
Indicator 3C Reading: AZ Results

Percent of students with disabilities meeting or exceeding the standard in reading



Indicator 3C Math: AZ Results

Percent of students with disabilities meeting or exceeding the standard in math



Indicator 3C: AZ District Results and Improvement Activities

- 128/522 (24.5%) districts met target for reading.
- 133/516 (25.6%) districts met target for math.

	Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
Reading	0-100%	0-64%	15-44%	27.3%
Math	0-100%	0-63%	11-40%	25.0%

Indicator 3C: AZ District Results and Improvement Activities

Reading

- 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
- 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
- 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

Indicator 3C: AZ District Results and Improvement Activities

Math

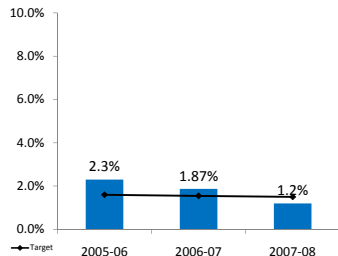
- Year 1 – 100% of Arizona Students Achieving Mathematics Academy (ASAMA) Year 1 and 2 teams will increase mathematics proficiency rate to 50% in the number strand for students with IEPs as determined by AIMS third grade data
- Year 2 – 100% of ASAMA Year 1 and 2 teams will increase mathematics proficiency 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
- 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

3C: What have other states done to improve on this indicator?

- Provide training on Response to Intervention (RTI).
- Maintain websites that provide lessons tied to state math and reading standards and that help teachers with formative tests and lesson plans.
- Provide regionalized training and technical assistance related to using assessment data for program improvement.

Indicator 4: AZ Results

Percent of districts having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year



Indicator 4: AZ District Results and Improvement Activities

- 582/600 (97%) districts met target.

Range	10 th – 90 th Percentile	25 th – 75 th Percentile	Median
0-17%	0-2%	0-0%	0.0%

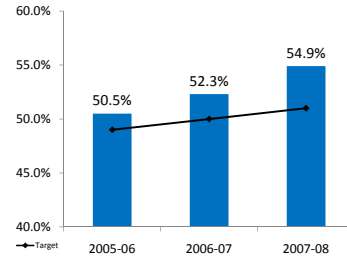
- Improvement Activities:
 - By the end of two years of training with Positive Behavioral Interventions and Supports of Arizona (PBISAz), at least 70% of teams will implement SW-PBIS with fidelity.
 - Arizona High Achievement for All (AHAA) Year 1 schools will decrease of suspension/expulsion rates to less than 5%
 - AHAA Year 2 schools will decrease the suspension/expulsion rate greater than 10 days for students with disabilities to less than 5%

4: What have other states done to improve on this indicator?

- Integrate PBIS training into general curriculum.
- Develop common definitions of suspension and expulsion for districts.
- Examine the suspension rates of PBIS schools to determine its impact. (In this case, the PBIS schools' suspensions had decreased.)
- Provide tiered academic and behavioral interventions at the high school level.

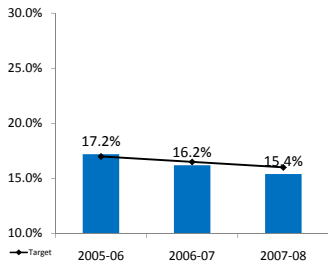
Indicator 5A: AZ Results

Percent of students with disabilities in regular class 80% or more of the day



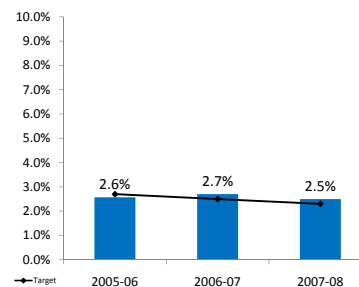
Indicator 5B: AZ Results

Percent of students with disabilities in regular class less than 40% of the day



Indicator 5C: AZ Results

Percent of students with disabilities served in separate facilities



Indicator 5: AZ District Results and Improvement Activities

- 5A: 450/550 (81.8%) districts met target.
- 5B: 494/550 (89.8%) districts met target.
- 5C: 499/550 (90.7%) districts met target.

	Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
5A	0-100%	43-100%	59-100%	90.0%
5B	0-100%	0-16%	0-9%	0.0%
5C	0-96%	0-2%	0-0%	0.0%

Indicator 5: AZ Improvement Activities

- 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.
- AHAA Year 2 schools will improve decision making for placing students with disabilities in the least restrictive environment.

5A-C: What have other states done to improve on this indicator?

- Conduct a study to determine whether special education staffing positions, as currently allocated, are appropriate to support inclusion.
- Conduct regional technical assistance to assist in implementing the LRE for students with disabilities as stated in their IEPs.
- Provide consultation and supports (e.g. access to technology, access to materials) to schools to ensure students who have visual impairments or are deaf/hard of hearing are able to remain in home school environment and make educational progress.
- Have schools provide specific reasons for separate facilities placements, analyze reasons, provide technical assistance.

Indicator 7: AZ Results

Percent of preschool children with IEPs who demonstrate improved:

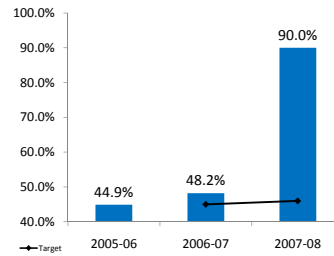
- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- Use of appropriate behaviors to meet their needs.
- Generally, around 85% of children showed improvement in each of these three areas.
- Baseline reporting required in February 2010.

Indicator 7: AZ Improvement Activities

- Improvement Activities:
 - Develop and implement a plan to correct the reporting of data obtained from the Creative Curriculum Developmental Continuum.
 - Develop and implement a multi-dimensional professional development plan to maximize the validity of the data being reported.
 - Develop and implement a plan to redesign the Early Childhood Assessment and Reporting System to address methodological issues impacting reporting for this indicator.

Indicator 8: AZ Results

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement



Indicator 8: AZ District Results and Improvement Activities

- 83/85 (97.7%) districts met target.

Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
33-100%	67-100%	84-100%	96.6%

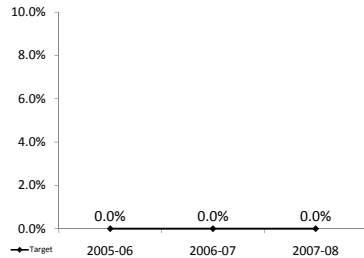
- Improvement Activities:
 - Increase number of survey responses from parents of all races/ethnicities and age groups to ensure representativeness.
 - Increase awareness of training, consultation, and resources available statewide to facilitate parent involvement.
 - Review and enhance PEAs’ initiatives designed to facilitate parent involvement.

8: What have other states done to improve on this indicator?

- Provide detailed reports to districts on survey results.
- Annually review survey data results with parent organizations to identify collaborative strategies for increasing meaningful parent involvement
- Develop and provide professional development materials and opportunities for school staff to increase understanding about the parent survey, how to use the data, and strategies for improving parent understanding and involvement.

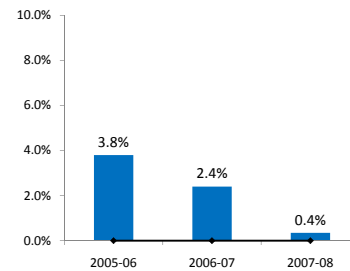
Indicator 9: AZ Results

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



Indicator 10: AZ Results

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



Indicator 9 & 10: AZ District Results and Improvement Activities

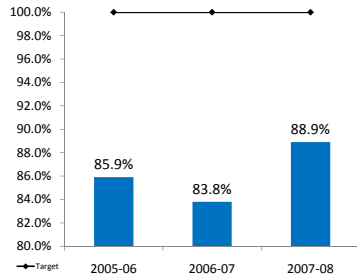
- 564/564 (100%) districts met target for 9.
 - No districts were flagged for disproportionate representation.
- 562/564 (99.7%) districts met target for 10.
 - 9 districts were flagged for disproportionate representation; 2 of these had inappropriate identification practices.
- **Improvement Activities:**
 - Develop and implement a system for PEAs that are flagged as at risk for disproportionate representation.

9 & 10: What have other states done to improve on this indicator?

- The LEA will develop training for staff on disproportionality, eligibility-appropriateness, team decision-making, and potential cultural issues.
- Develop evaluation handbook related to eligibility/evaluation/related services.
- Design and maintain a web page with resources and links to critical information on disproportionality.
- Update State SLD manual to reflect new SLD eligibility criteria.

Indicator 11: AZ Results

Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days



Indicator 11: AZ District Results and Improvement Activities

- 42/70 (60%) districts met target.

Range	10 th – 90 th Percentile	25 th – 75 th Percentile	Median
5-100%	67-100%	86-80%	100.0%

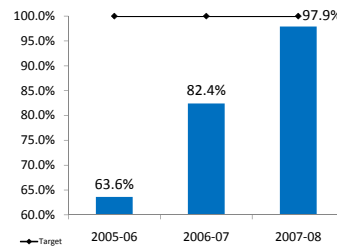
- Improvement Activities:
 - Revise ADE/ESS monitoring process and system.
 - Develop and disseminate a tool for PEAs to track 60-day evaluation timelines.

11: What have other states done to improve on this indicator?

- Provide technical assistance to districts not meeting 100% compliance.
- Have districts indicate specific reasons for not meeting the timeline for each delayed evaluation, analyze reasons, provide technical assistance.
- Identify districts that are doing well with meeting the 60-day timeline. List the strategies they have found to be successful. Develop a TA document to post on the web.

Indicator 12: AZ Results

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



Indicator 12: AZ District Results and Improvement Activities

- 119/131 (90.8%) districts met target.

Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
0-100%	0-100%	100-100%	100.0%

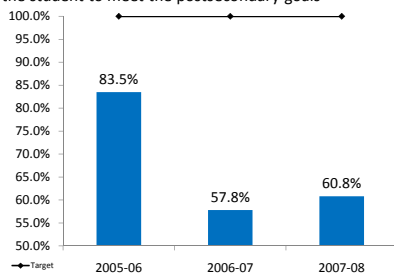
- Improvement Activities:
 - Conduct joint ADE/AzEIP “Transition 101” trainings annually for new AzEIP and PEA staff.
 - Implement Alert System between Part C and Part B to examine and resolve systemic issues.
 - Conduct targeted technical assistance to PEAs found to be noncompliant.

12: What have other states done to improve on this indicator?

- Collect and analyze data on reasons for delays in Part C to Part B transitions.
- Participate in a focused monitoring with Part C to look at timelines and documentation related to Part B activities during transition.
- Develop guidance on reporting requirements for Part C and Part B.
- Collect, customize, and disseminate guidance related to comprehensive evaluations in all areas of suspected disability.

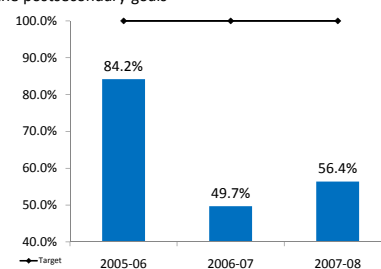
Indicator 13 Overall: AZ Results

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



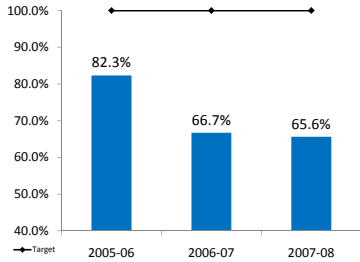
Indicator 13A: AZ Results

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



Indicator 13B: AZ Results

Percent of youth aged 16 and above with an IEP that includes **transition services** that will reasonably enable the student to meet the postsecondary goals



Indicator 13: AZ District Results and Improvement Activities

• 6/43 (14.0%) districts met target for 13A and for 13B.

	Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
13A	0-100%	17-100%	39-82%	50.0%
13B	14-100%	30-100%	50-90%	67.0%

Improvement Activities:

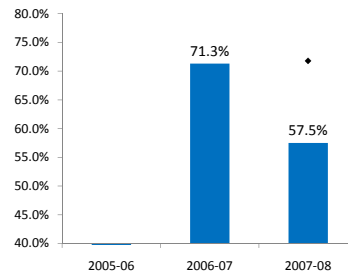
- Develop and implement a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13.
- Develop and implement a pilot “Transition Mentor” program.

13: What have other states done to improve on this indicator?

- Develop a manual of age-appropriate transition assessment tools and processes to support districts in their transition planning efforts.
- Customize and distribute a FAQ document to go along with the Indicator 13 checklist that districts can use for improvement purposes.
- Provide technical assistance to districts on how to write IEP goals and provide transition services.

Indicator 14: AZ Results

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



Indicator 14: AZ District Results and Improvement Activities

- 20/39 (51.3%) districts met target.

Range	10 th – 90 th Percentile	25 th -75 th Percentile	Median
0-100%	38-100%	56-91%	75.0%

- Improvement Activities:
 - Provide targeted technical assistance to PEAs on the Post School Outcomes (PSO) Survey
 - Train Community Transition Teams (CTT) to build local capacity to improve post school outcomes through local interagency work

14: What have other states done to improve on this indicator?

- Collaborate with community agencies to provide training to graduating youth in work-related skills that were then put into practice at three organized Job Fairs.
- Collaborate with state Parent Training Information center (PTI) to provide 10 transition planning workshops for parents, students and families.
- Develop and disseminate a graduation guidebook to provide guidance to IEP teams on making decisions relating to post-school outcomes for students with disabilities.

Other Ideas for Improvement Activities

- Look at your APR and SPP
<http://www.ade.state.az.us/ess/>
- Look at the rrcnetwork's resources:
<http://spp-apr-calendar.rrcnetwork.org/>

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