# What Does the Data Tell Us?

Director Check-in October 2024

# Participant Outcomes

- Understanding of statewide trends related to compliance calls

- Understanding of common compliance issues

- Understanding of available resources

# Cohort Comparison Data

- Brief overview of the ESS PSM Monitoring cycle

- Compare the data set for the Public Education Agencies (PEAs) that repeated their monitoring cycle 6 years apart

- Organized by:
  - FY 2018 and FY2024 Cohort Data

# Monitoring Cycle
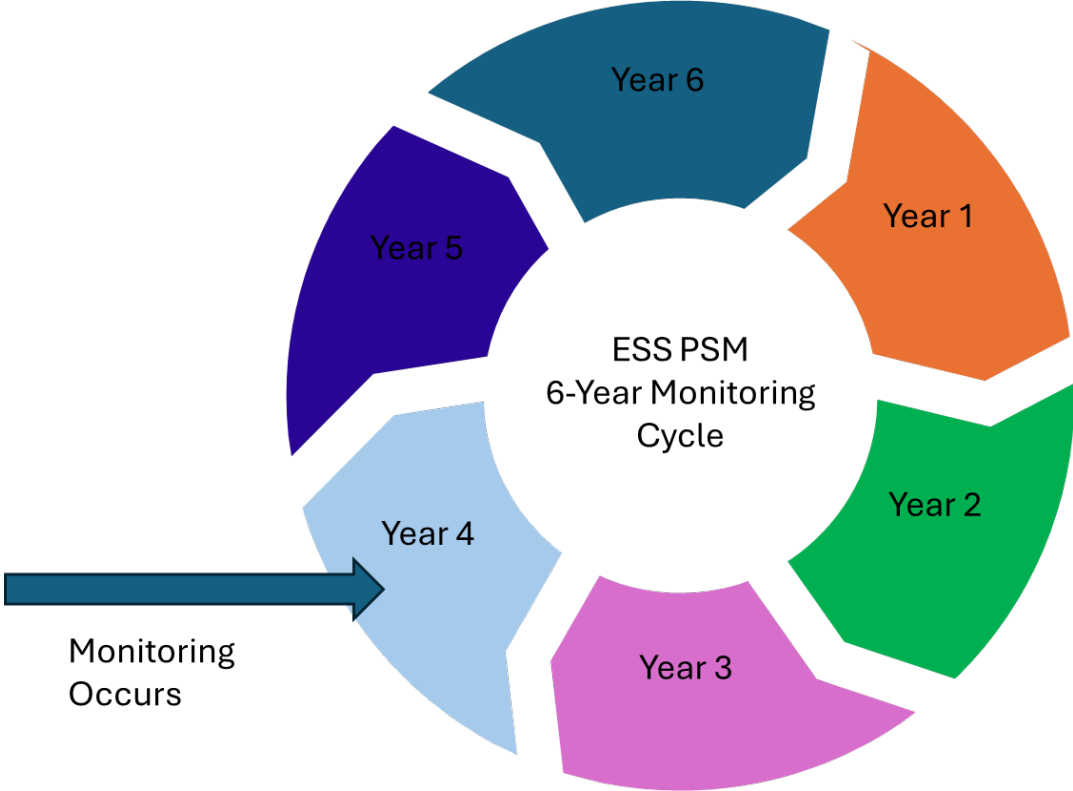
# Trend Data

- Organized by:
  - Higher levels of compliance
  - Lower levels of compliance

- Discuss common issues seen

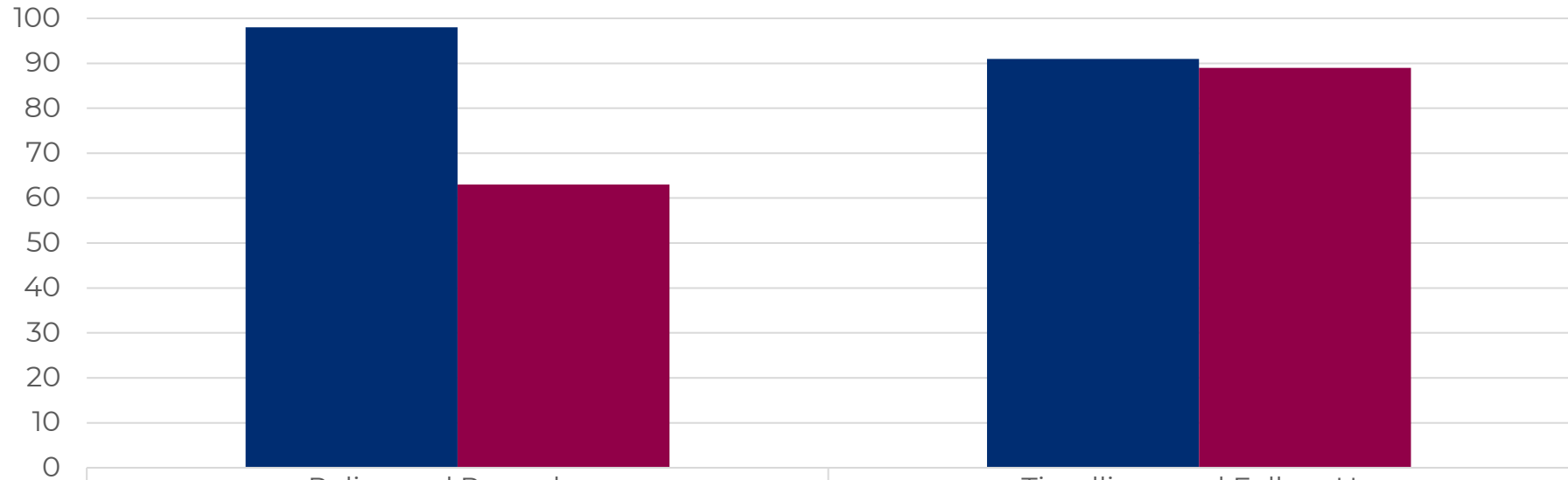- Discuss associated resources available

# Level of Compliance

Statewide trend of generally 80% compliance or higher= compliance; minimal discussion for this presentation.

Statewide trend of generally 79% compliance or below = areas for growth that will be discussed further in this presentation

# Areas of Compliance – Child Find

| Policy and Procedure | Timelines and Follow-up |
|---|---|
| Child Find disseminated to the public | 45-day screeners |
| PEA meaningful consultation with private schools | In by 3 |

# Areas for Growth – Child Find

| Child Find Policy and Procedures | Common Issue(s) |
| --- | --- |
| **Policies and procedures for Child Find and all special education** | Polices only.  Procedures are known but not in written form. |
| **Birth to 5 Child Find Procedures** | PEAs not aware of this requirement |

# Resources – Child Find

- Policy and Procedure Checklist

# Evaluation Trend Data

## II.A.1-II.A.5
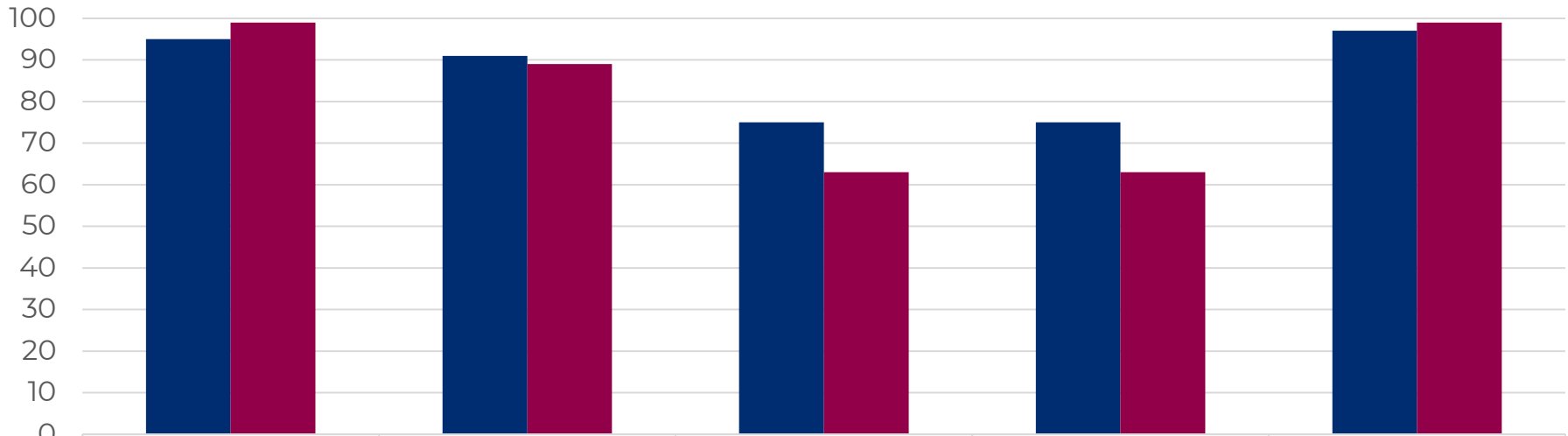
|  | Current Evaluation | Review of Exisiting Data | Additional Data | Eligibility Determination | Timelines |
|---|---|---|---|---|---|
| ■ FY18%Compliance | 95 | 91 | 75 | 75 | 97 |
| ■ FY24%Compliance | 99 | 89 | 63 | 63 | 99 |

# Areas of Compliance – Evaluation

| Review of Existing Data | Additional Data | Eligibility Determination | Timelines |
|---|---|---|---|
| Current Parent Info | Team Determination | Assessed in all areas of suspected disability | Current evaluations |
| Classroom Based Assessments | Parents informed of right to request additional data | Educational Needs | Initial evaluation timelines |
| Teacher and Related Service Observation | | Impact of Educational Disadvantage | |
| | | Impact of English Language acquisition on progress in the general curriculum | |
| | | Assessments to yield accurate results | |

# Areas for Growth – Evaluation

| Evaluation Components | Common Issue/Misconception |
|---|---|
| **Formal Assessments** | Missing benchmark assessments for K-3 |
| **Informed Parental Consent** | Areas to assess are not documented in an informed way |
| **Impact of the disability and progress in the general curriculum** | Non-individualized information |
| **Additions/modifications for reevaluations** | Non-individualized information |
| **Eligibilities: SLD, MOID, MIID, MOID, DD, and PSD** | Data not synthesized |

# Resources– Evaluation

- Impact of the Disability and Progress in the General Curriculum Grid
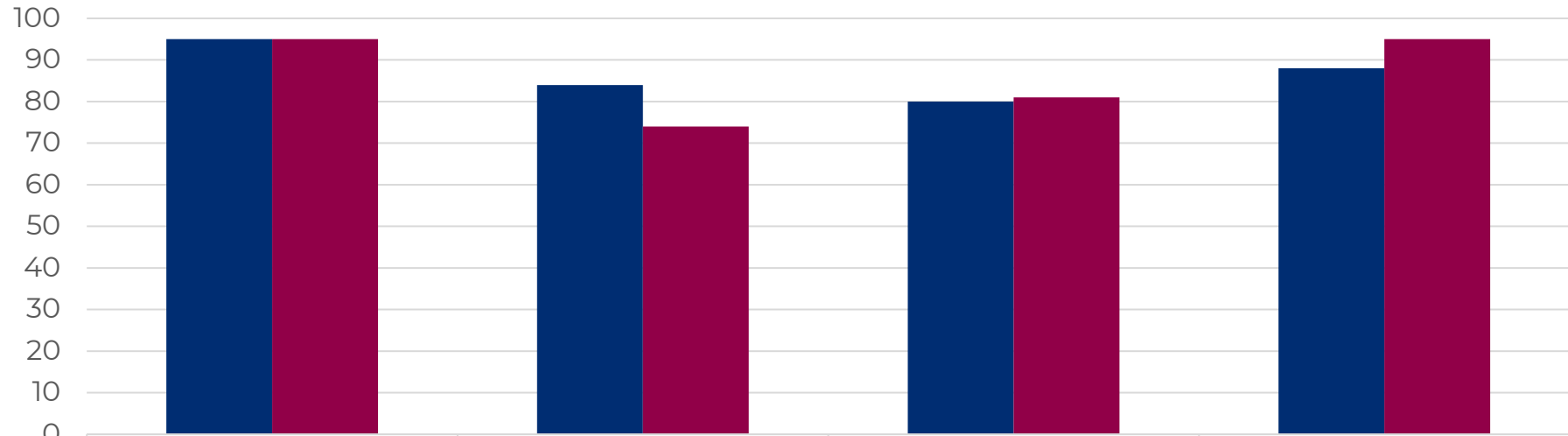
- SLD Hot Topic

# IEP Trend Data

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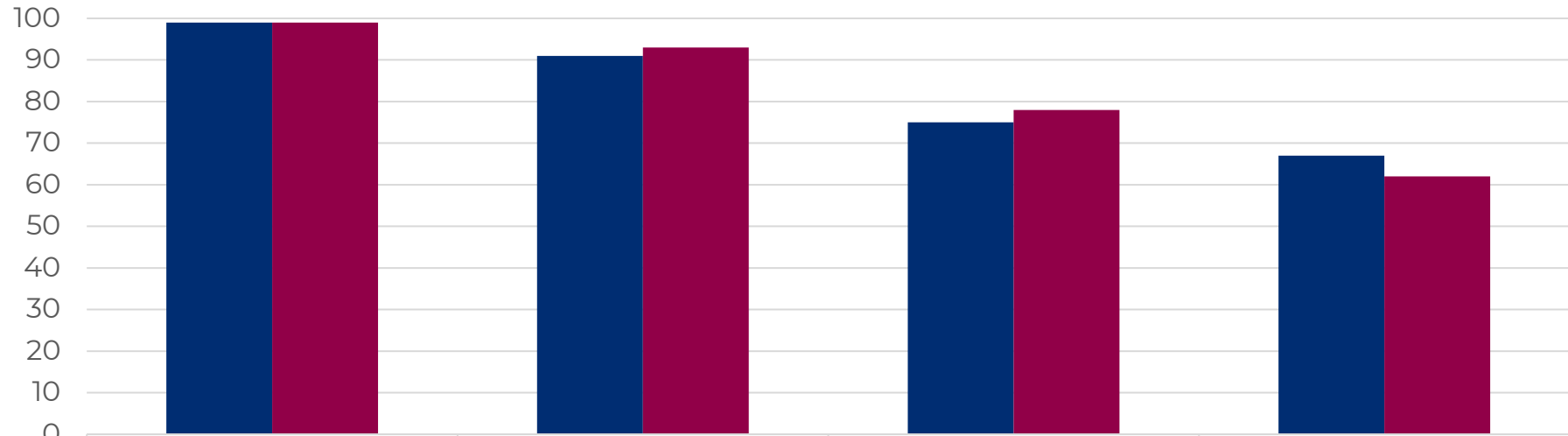


| | Current IEP | Timelines/Team Membership | Required Components | Services |
|---|---|---|---|---|
| FY18%Compliance | 99 | 91 | 75 | 67 |
| FY24%Compliance | 99 | 93 | 78 | 62 |

# IEP Trend Data cont.

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



|  | Other Considerations | Secondary Transition | Additional Secondary Transition | Needs Addressed |
|---|---|---|---|---|
| FY18%Compliance | 95 | 84 | 80 | 88 |
| FY24%Compliance | 95 | 74 | 81 | 95 |

# Areas of Compliance – IEPs

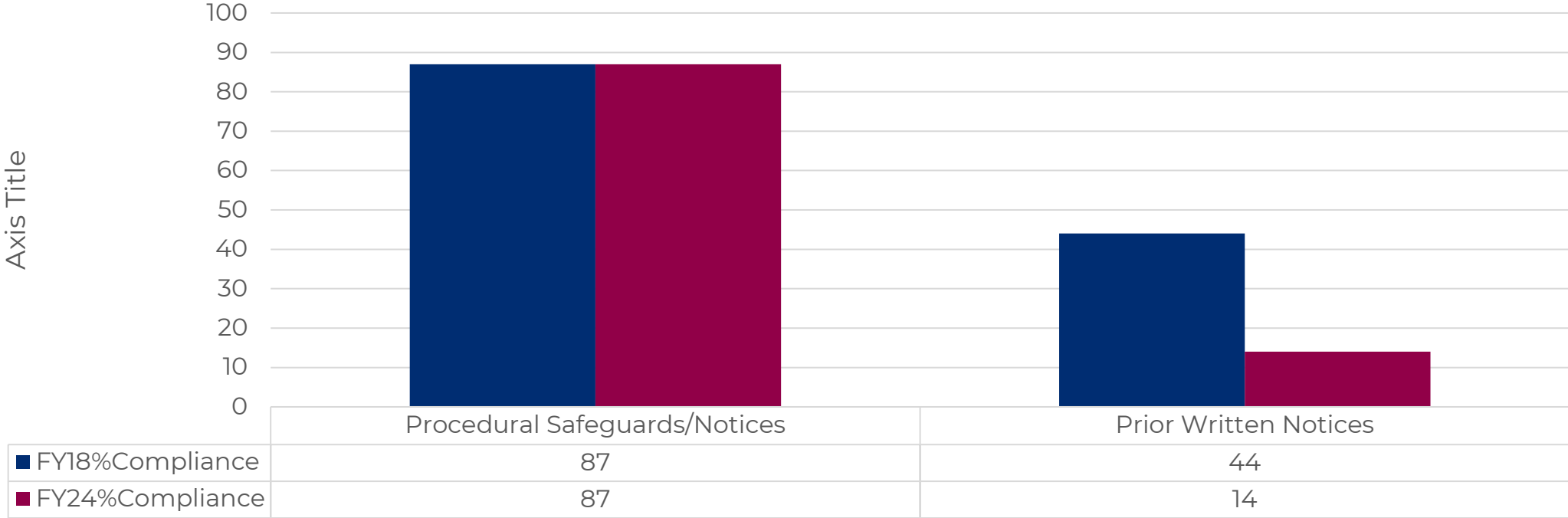| Required Components | Services | Other Considerations | Timelines | Secondary Transition |
|---|---|---|---|---|
| PLAAFPs | Related services | Behavior supports | Current IEPs | Measurable Post Secondary Goals |
| Measurable annual goals | ESY | Testing accommodations | Reviewed and revised annually | Student Invited to the meeting |
| Alternate assessment requirements | Supports for School Personnel | Communication needs | | Transition service activities |
| IEP Team members | Location, frequency and duration | AT device services | | |
| | Supplementary aids and services | EL considerations | | |

# Areas for Growth – IEPs

| Required IEP Components | Common Issue/Misconception |
| --- | --- |
| **Progress Reporting** | Not provided at the required timelines |
| **Specially designed instruction** | Not specific or individualized to the student |
| **LRE** | Not specific or individualized to the student |
| **Secondary Transition** | **Common Issue/Misconception** |
| **Age-appropriate assessments** | Missing strengths, interest, and preference information |
| **Course of study** | Generic courses listed without explanation |

# Resources– IEP

- Specially Designed Instruction Grid

- Least Restrictive Environment Grid

- ESS Secondary Transition website

# Areas of Compliance – Procedural Safeguards and Notices

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

# Areas for Growth– Procedural Safeguards and Notices

| Prior Written Notices | Common Issue/Misconception |
|---|---|
| **Provided at the required times** | Not provided for specific actions |
| **Options considered and rejected** | Not individualized to the action proposed or refused |
| **Other relevant factors** | Not individualized to the action proposed or refused |

# Resources– Prior Written Notices

AZ-TAS PWN

# Additional ADE Resources

Guide Steps

AZ-TAS

PSM Trainings

Questions

# Contact Us

Angela Odom: Angela.Odom@azed.gov

Scott Dobkovsky: Scott.Dobkovsky@azed.gov

Heidi Putnam: Heidi.Putnam@azed.gov