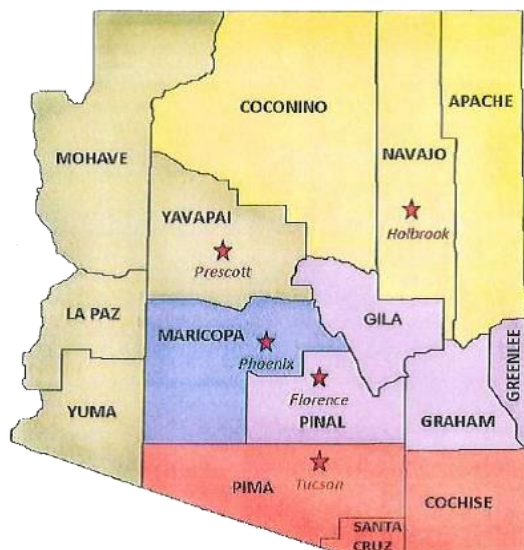


Arizona's State Systemic Improvement Plan



Arizona's Counties

Arizona Characteristics

Arizona is the sixth largest state in size with an area of approximately 114,000 square miles. It's also the fifteenth most populous state, containing two major metropolitan cities, Phoenix and Tucson. The metropolitan Phoenix area is home to 4.3 million people (the nation's sixth most populous city), and the rapidly growing population of Tucson is more than 600,000. This border state also has 250 small towns with less than 30,000 people. Arizona has 15 counties, 15 education service agencies, and 5 regional centers.

Arizona is considered a local control state with an emphasis placed on school choice for families. There are numerous school options for students in Arizona with 237 school districts, 526 charter schools, 54 online schools, 53 Bureau of Indian Education schools, 13 joint technical education districts, 48 secure care schools, 35 private special day schools, and two state institutions.

Arizona is a vast state and much of it includes rural and isolated rural areas. While Coconino County is the largest county in the state in area, it has a small population—seven people per square mile. Rural students are often bused to school and that travel may require more than an hour spent each way; in addition, many of the dirt roads become impassible during the winter season. Arizona has 22 sovereign Native American tribes, one of the highest populations of Native Americans in the United States. In contrast to the isolated rural local education agencies (LEAs), Arizona also has large urban and suburban LEAs. Mesa Public Schools and Phoenix Union High School District in Maricopa County have 64,000 and 27,000 students, respectively. Tucson Unified School District in Pima County has 48,975 students.

Arizona serves 1,232,246 students with 11.8% of these identified as students with disabilities. Students who are English language learners compose 6.5%, 5% are Native American, and 50.4% are students of low socioeconomic status.

It should be noted that the Arizona Department of Education (ADE) is the direct service support for LEAs. Although Arizona has 15 education service agencies and 5 regional centers, ADE provides the comprehensive support system that includes general supervision, monitoring, professional development, and technical assistance for all public programs in the State.

Component #1: Data Analysis

Elements:

1 (a) A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other data as applicable to determine the SIMR and the root causes contributing to low performance.

Arizona began its data analysis process in April of 2013. The first step in Arizona's data analysis was to ask questions.

- What data do we have and use in our current work?
- What data are used by other divisions in the Arizona Department of Education?
- What data are most illustrative of student outcomes in Arizona?

The table below illustrates the data gathered for the initial broad data review.

Data Type	Description
Compliance data	Public education agency (PEA) compliance monitoring, APR compliance indicators, Dispute Resolution findings
Fiscal	PEA risk analysis, grants completion, audit findings, maintenance of effort
SPP/APR	Indicator data
618 data	Teacher attrition, student attendance, discipline information, ELL status, low income status, census information, race/ethnicity
Data from other divisions	A–F letter grade accountability for districts and charters, student growth percentiles
ESS study of high-performing LEAs	Qualitative data gathered from on-site visits with PEAs identified as having higher assessment scores for students with disabilities than the state average for students with disabilities
Data Accountability Reading Team (DART) / Teams Intervening Early to Reach All Students (TIERS) initiatives	Review of the initial and final data summaries problem statement, and action plan from the Data Accountability Center pilot; trend data from LEAs that participated in the pilot reading project

Student achievement on standards	Arizona's Instrument to Measure Standards (AIMS), Arizona's Instrument to Measure Standards Alternate (AIMS A), National Assessment of Educational Progress (NAEP)
----------------------------------	--

Once the multiple sources of data were gathered, the Exceptional Student Services (ESS) leadership team examined the data to determine what data to use, how the information would be used, and which data would be disaggregated for further analysis to develop a plan of action, which would involve stakeholders in the analysis.

1(b) A description of how the data were disaggregated by multiple variables such as LEA, region, race/ethnicity, disability category, and placement, etc.

Numerous state-level variables were selected for disaggregation. Proficiency data were disaggregated by grade level, disability category, race/ethnicity, placement action, subject area, English language learner status, socioeconomic level, and county. Graduation and dropout data were disaggregated by disability category, race/ethnicity, and gender.

The broad data analysis showed that the outcomes for students with disabilities in Arizona were poor. Regardless of the outcome involved, students with disabilities were not performing near the level of their nondisabled peers. Compliance data, collected from monitoring and dispute resolution activities and APR indicators, however, was an area of strength.

During the broad data analysis, many ideas were considered as the area of focus for deeper analysis. In meetings with stakeholders, the question of current state priorities and initiatives was considered, as well as the need to focus on an area that would be overarching (affecting children from birth through age 22). Move On When Reading was the state initiative mentioned the most often by stakeholders. All stakeholder groups were in agreement that reading performance was the most pressing issue and had the most impact on the outcomes of all students in Arizona, including those with disabilities.

Consequently, reading performance overall was selected as the area for a deeper root cause analysis; the reading performance of students with specific learning disabilities was targeted because this is the disability category with the highest percentage in the special education population (41%) with the lowest performance in reading. The next step in the analysis was to look at reading performance on the general state assessment, Arizona's Instrument to Measure Standards (AIMS). AIMS reading proficiency was examined by gender, race/ethnicity, English language learner status, disability category, low socioeconomic status, educational placement action, school type (district or charter), and county.

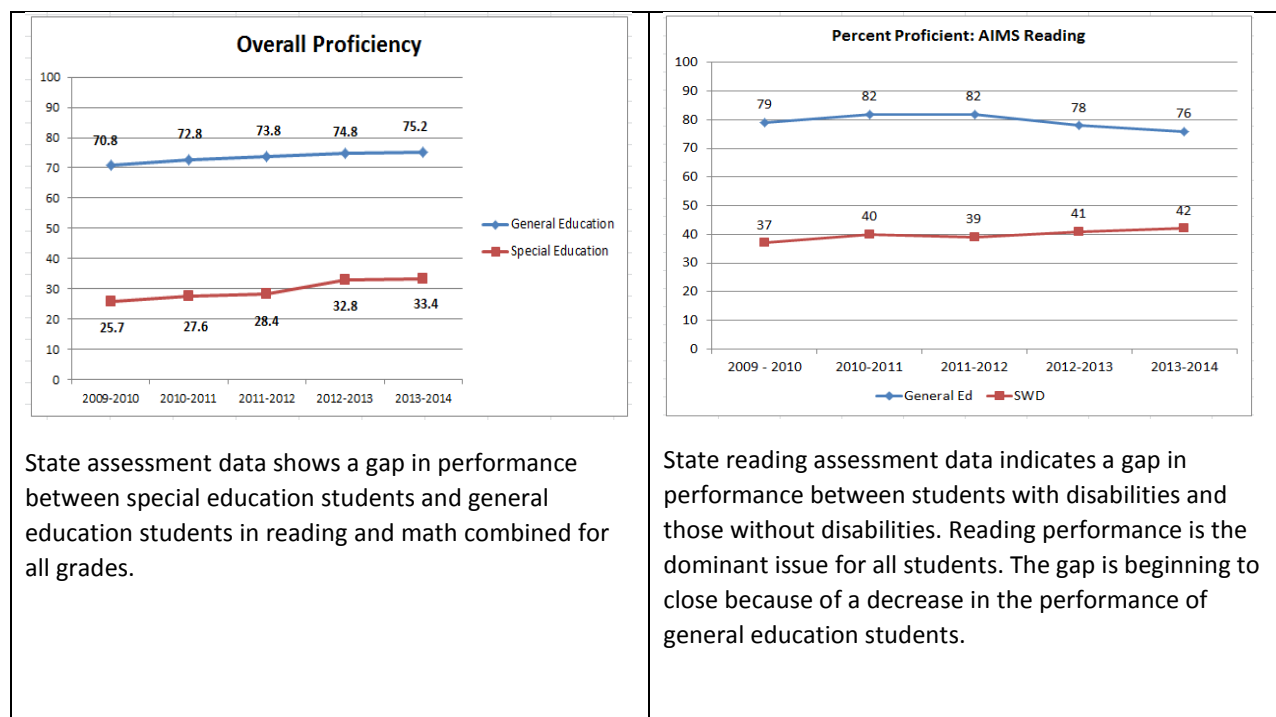
In collaboration with the School Improvement and Intervention staff, Exceptional Student Services (ESS) reviewed the data of the schools selected for school improvement. Three levels of support were delineated by Arizona in its Elementary and Secondary Education Act (ESEA) waiver—Reward (schools with high academic progress), Focus (schools contributing to academic gaps), and Priority (lowest performing schools). A fourth level—Pre-Intervention—was added in 2014–2015. Pre-Intervention schools are those with any single subgroup missing annual measurable objectives (AMOs) for two or more consecutive years or negative growth in the percent of students passing AIMS. Using the system of

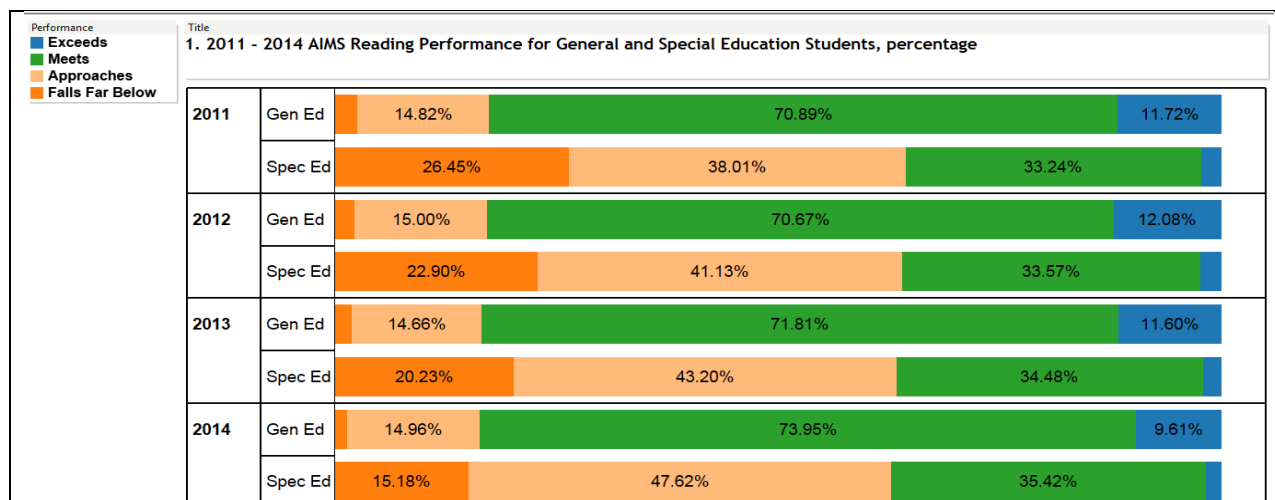
differentiated recognition and accountability as outlined in the ESEA waiver, School Improvement and Intervention and ESS specifically examined the Focus and Pre-Intervention schools. As noted in the ESEA waiver, more than two-thirds of students in the bottom quartile are students with disabilities.

Arizona's data analysis led to these key findings:

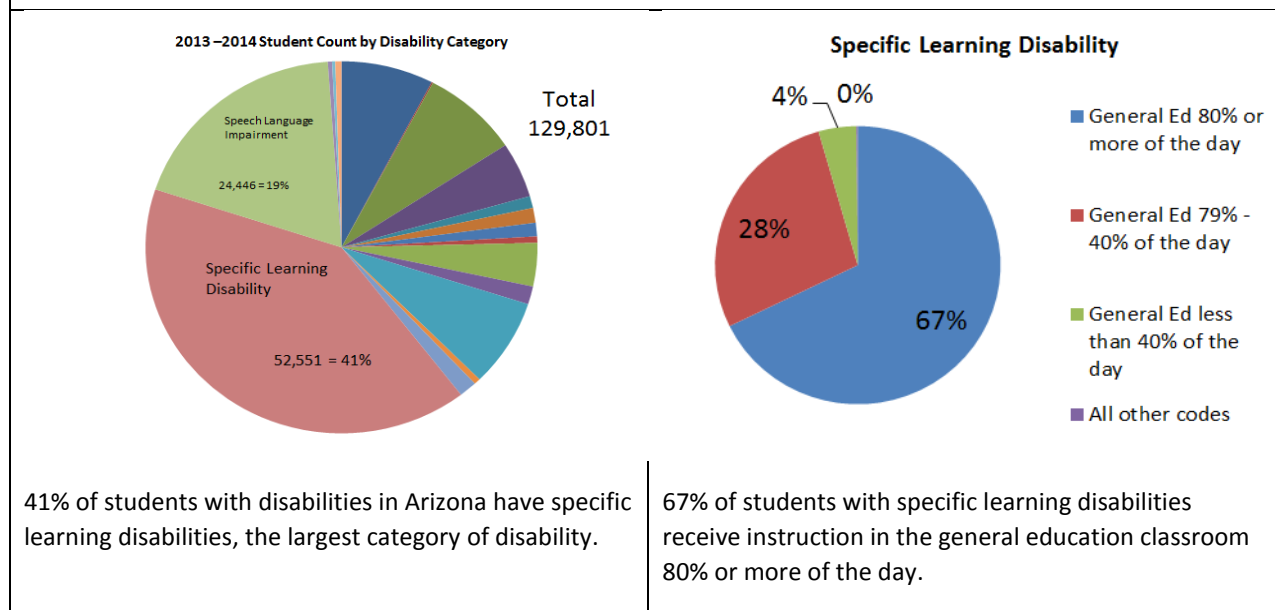
- 66% of students with a disability do not meet the Arizona state standards as demonstrated on the AIMS as compared to 25% of students without disabilities who do not meet the standards. Students with disabilities are not performing well on the State assessment. The gap between groups is 41%.
- 41% of students with a disability in Arizona are identified as students with specific learning disabilities, and 67% of those are educated in the general education classroom 80% or more of the day. The low performance of students with specific learning disabilities is not solely a special education issue.
- Of the disability categories that do not involve an intellectual impairment, students identified with specific learning disabilities performed the lowest on the State assessment in reading.
- According to ESEA's evaluation parameters, there is a higher than average special education population in the Priority, Focus, and Pre-Intervention schools than in the reward schools. (Overall in Arizona, the special education population is 11.8%; in Priority, Focus, and Pre-Intervention schools, the population is 12.64 %.)
- The number of students in the "falls far below" category has decreased each year, and the number of students in "approaches the standards" and "meets the standards" has increased. The rate of increase in "approaches" is larger than the rate in "meets" for students with disabilities.

Progression of Data That Leads to the SIMR

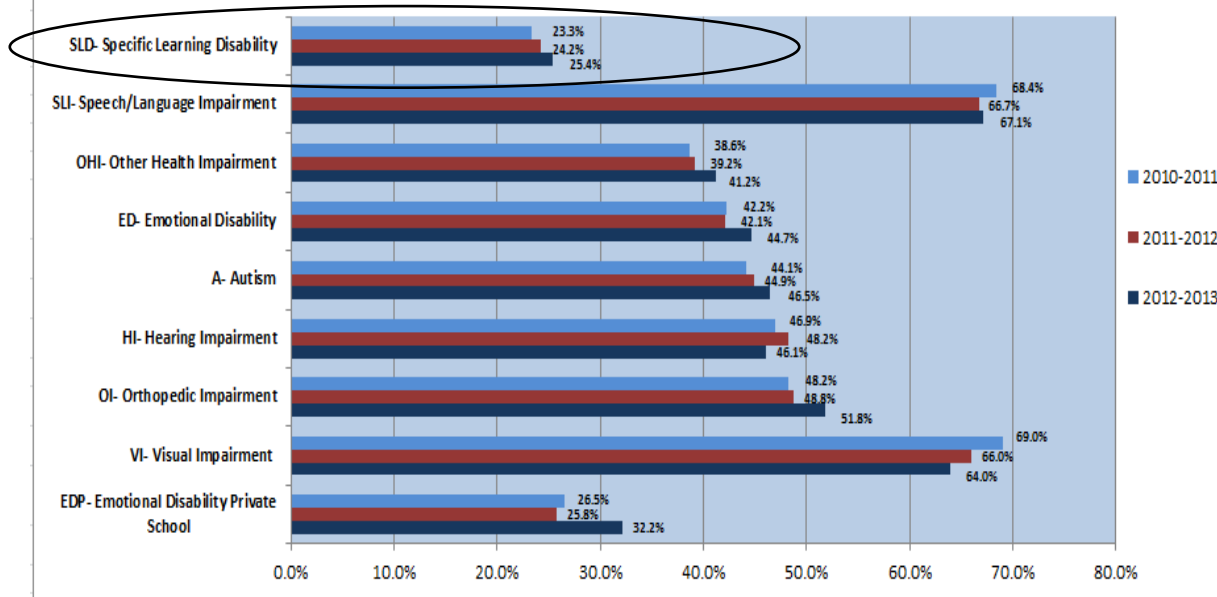




General education has decreased the percentage in the “falls far below” category, while increasing the percentage in “meets.” Special education has decreased the percentage in “falls far below” and increased the percentage in “approaches,” while the percentage in “meets” remains relatively stagnant since 2011.

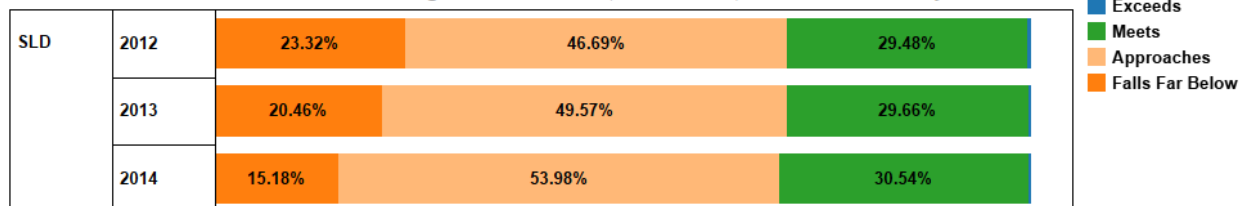


Percent Proficient on AIMS Reading

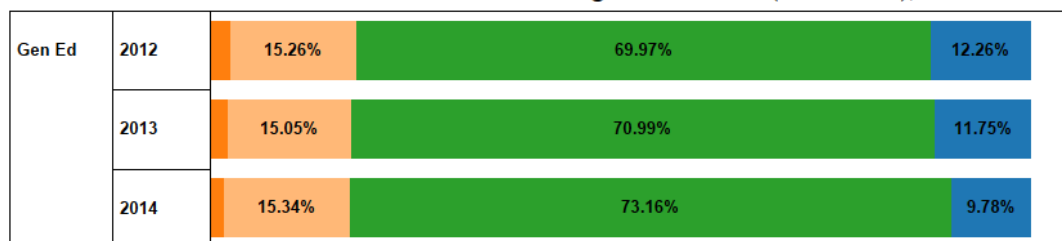


Students with specific learning disabilities have the lowest performance of any special education group on the State reading assessment.

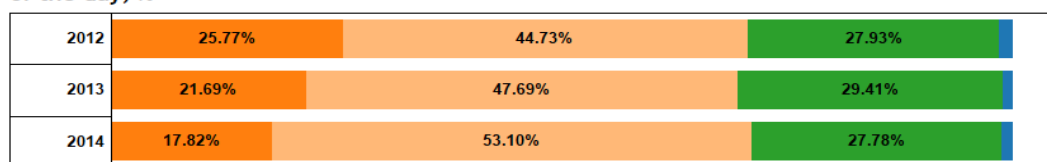
2012-2014 SLD Students AIMS Reading Performance (Grades 3-8) / 80%+ of the day, %



2012-2014 General Education Students AIMS Reading Performance (Grades 3-8), %

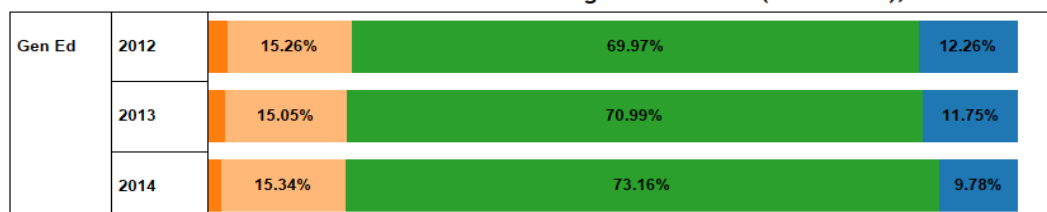


Performance of students with specific learning disabilities in grades 3–8 who were educated 80% or more of the day in general education shows a decrease in the percentage in the “falls far below” category and an increase in proficiency in the “approaches” and “meets” categories

2012-2014 Focus & Pre-Intervention Schools AIMS Reading Performance (Grades 3-8) / 80%+ of the day, %


Performance

- Exceeds
- Meets
- Approaches
- Falls Far Below

2012-2014 General Education Students AIMS Reading Performance (Grades 3-8), %


Although the percentage of students with specific learning disabilities meeting the reading standards is improving overall in Arizona, the percentage of students with specific learning disabilities in “meets” is declining in the Focus and Pre-Intervention schools.

Root Causes for Poor Performance

Each stakeholder meeting group and focus group developed a list of possible root causes for poor performance in reading for students with disabilities. The lists were compared and analyzed to produce the following consolidated list of possible root causes:

- Separate systems for general education and special education (teachers are not trained together as educators in pre-service or after employment)
- Lack of leadership support to create:
 - a culture of inclusion of all students
 - high expectations for all students
 - collaboration between general educators and special educators, especially in the use of data to make instructional decisions, multi-tiered system of supports
 - instructional coaching for educators
- Lack of knowledge of data and use of data for instructional decisions
- Lack of literacy training for all teachers, especially special education teachers
- Lack of knowledge by teachers of evidence-based reading practices
- Lack of understanding of the progression of skills necessary for reading, understanding of quality small group instruction, use of assessments and data analysis to drive instruction
- Poor core instruction; poor specially designed instruction
- Fragmented instruction for students in special education (students are pulled out to learn a discrete skill and once they return to the general education environment, are not generalizing the skills taught in isolation)
- ADE’s compliance-focused system of supports to LEAs (reduces the amount of resources available for results)
- Compliance-dominant monitoring system (results were not a focus)

1(c) A description of any concerns about the quality of the data and if so, how the State will address these concerns.

Arizona has no concerns about the quality of the data and is confident that the data collected and used are valid, reliable, and timely. Arizona has in place multiple validity and reliability checks to use when school data is processed. For all data submissions by LEAs, there are business rules and edit checks that are applied to the data being processed. Queries are run and analysis is done to search for anomalies in data reporting that would not otherwise be handled through the established edit checks. If anomalies are found, they are addressed by working with the LEAs to correct their data submissions. Arizona has strong knowledge of the data and its capacity and can recognize anomalies immediately.

1(d) A description of how the State considered compliance data and whether those data present potential barriers to improvement.

Arizona reviewed State- and LEA-level SPP/APR compliance indicator data. In addition to the SPP/APR indicators, ADE also reviewed individual LEA compliance monitoring data. The review of this data showed that Arizona is very strong in the area of compliance. LEAs in Arizona are consistently meeting the regulatory requirements, adhering to timelines, and addressing all other procedural compliance conditions. A review of the trend data of compliance indicators showed that Arizona continues to meet or come very close to meeting the targets. Arizona has identified that the compliance-heavy system is a possible root cause of poor student performance. A significant amount of time and resources have been allocated to address procedural compliance, which may have taken the place of other supports that could have been provided for improving student outcomes.

1(e) If additional data are needed, a description of the methods and timelines to collect and analyze the additional data.

It may be necessary to collect additional data from the schools designated as Focus and Pre-Intervention. Qualitative data may be collected that relates to the trends discovered from the High-Performing Project described below. The method of collection will be a readiness self-assessment or an on-site interview, which will take place during the 2015–2016 school year. Data may also be collected on teachers' knowledge and self-reported use of evidence-based reading practices in the Focus and Pre-Intervention schools. This data will be collected by survey during the 2015–2016 school year.

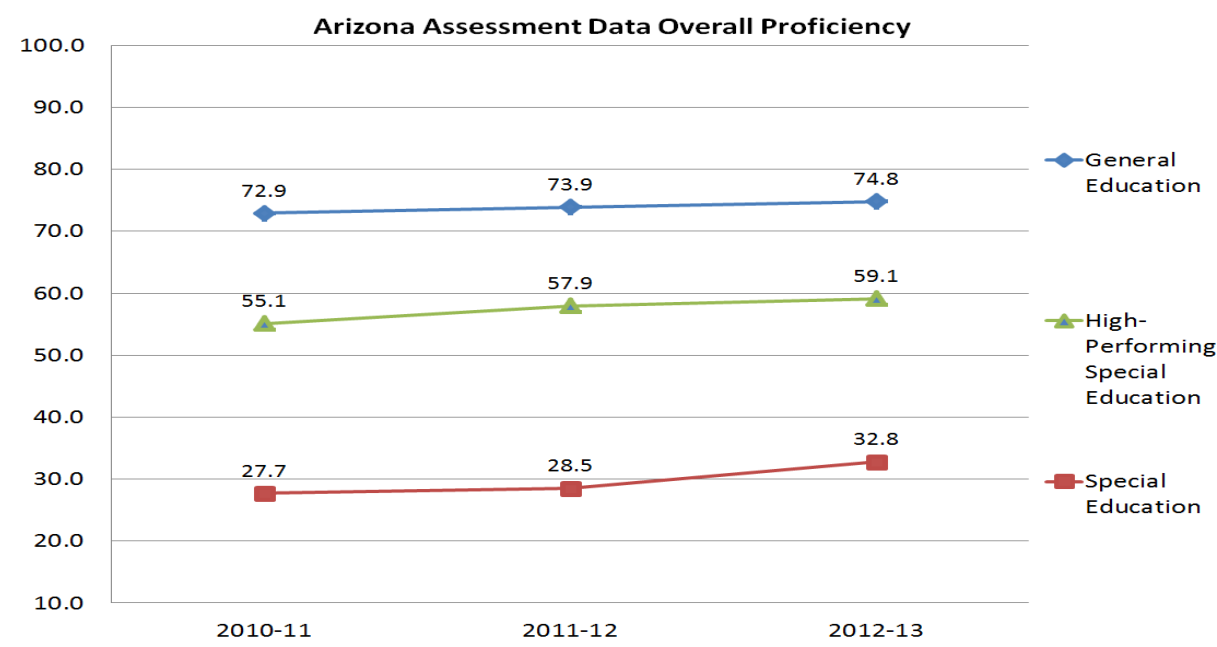
High-Performing Project

During the ESS analysis and presentation to stakeholders, a question was raised by multiple stakeholders, "Are any schools in Arizona having significant improvements in outcomes for students with disabilities?" That question led to a deeper analysis of student proficiency on the state assessment. As a result of this deeper analysis, Arizona identified 31 LEAs that had students with disabilities demonstrating high performance. On an average, these sites had 30% higher proficiency rates for students with disabilities than the state proficiency rate for students with disabilities. A root cause for this success was not evident in the numerical data. No common thread was found in the numbers alone. As such, it was determined that additional information was needed from the individual sites.

To help with gathering this additional information, a set of seven questions was developed as a starting point for conversations with the leaders at these LEAs. Of the 31 LEAs identified as having high performance for students with disabilities, 29 LEAs were interviewed by ADE/ESS leaders between April and May of 2014 in site visits throughout Arizona. ESS directors conducted in-person interviews with each LEA leadership team to determine which systems the LEA had in place that they felt contributed to their success. The qualitative data collected at these site visits were compiled and analyzed, which resulted in identifying the following six trends within these schools:

1. School culture is one of high expectations for ALL students—student-first mentality.
2. Highly effective teaching strategies are utilized in the general education classroom.
3. Data is collected often and drives decision making.
4. Students are provided with intervention and enrichment activities based upon analysis of data.
5. Students with disabilities receive core instruction in the general education classroom.
6. Effective leadership.

The results of the High-Performing Project provided additional information to consider as the ADE/ESS team narrowed down the SIMR possibilities. The six trends listed above are systems that, when they are implemented with fidelity, can lead to improved outcomes for all students. These results led the group to discuss “what if”: what if all of the LEAs were implementing these systems with high quality and fidelity—Arizona could have statewide results similar to the 29 LEAs in the High-Performing Project. This would mean that instead of only 30% of Arizona students with disabilities proficient on the state standards, there could be close to 60%, in fact doubling the current percentage of students proficient. In numbers, it means that about 39,000 **more** students would be well prepared for the next step for a total of 77,880 students proficient on state standards. This realization became the moral imperative that guided the analysis toward the SIMR.



ADE/ESS investigated several research projects in the area of school reform/improvement to strengthen the evidence base of the High-Performing Project. We found that the results from our project aligned well with the latest research from the RTI Action Network National Center for Learning Disabilities (NCLD) school transformation initiative, the work of Doug Reeves, Michael Fullan, and Larry Lezotte. In addition, the results mirror Arizona's standards for school and LEA improvement for the systems that must be functioning in order for student achievement to improve. The NCLD school transformation initiative includes the six systems identified in our project, in addition to the use of a scientifically based curriculum. This project was central to our discussion as we narrowed down our focus on students with learning disabilities. In order to improve reading for students with specific learning disabilities in grades 3–8, all six of the above systems will need to be in place.

1(f) A description of stakeholder involvement in the data analysis.

Initial broad data and the further analysis data were presented and analyzed by many stakeholder groups. Stakeholders involved in this process include: the Special Education Advisory Panel (SEAP), local education agency (LEA) administrators, Directors Institute attendees, secondary transition groups, early childhood groups, Arizona's Parent Training and Information Center—Raising Special Kids, county directors' meetings, Exceptional Student Services and ADE leaders, and Arizona's institutes of higher education (IHEs).

ESS engaged with stakeholder groups to conduct data analyses and gather ideas on the selection of additional data to be used and the goal for the State Identified Measurable Result (SIMR). ESS sought the input of educators, parents, and community members using an in-person focus group model. Meetings were held in Flagstaff, Phoenix, and Tucson. Each region held meetings resulting in a total of 17 focus group meetings. Stakeholders present at these meetings comprised various roles: persons with disabilities, parents of students with disabilities, general education administrators, general education teachers, special education administrators, special education teachers, outside agency providers, and representatives from institutes of higher education. In addition to the regional community focus groups, ESS also gathered input from the Special Education Advisory Panel, local county special education directors, the ESS internal SSIP workgroup, stakeholder groups in partnership with Arizona's PTI—Raising Special Kids, and preschool stakeholder groups led by the ADE Early Childhood unit.

Stakeholder Group	Date(s)
ADE/ESS Unit Director Meetings	4/18/13, 5/1/13, 6/5/13, 7/3/13, 8/7/13, 9/4/13, 10/2/13, 11/6/13, 12/4/13, 2/5/14, 5/14/14, 6/5/14, 7/17/14, 8/5/14, 9/4/14, 10/16/14, 11/13/14, 12/4/14
ADE Highly Effective Schools Deputy Associate Superintendent Meetings (ESS; Title 1; School Improvement and Intervention; Office of English Language Acquisition Services; Career and Technical Education; Homeless, Refugee, and Special African-American Outreach; Migrant and Special Latino Outreach; and Native American and Indian Education Outreach)	4/23/13, 5/28/13, 6/17/13, 4/23/13, 8/29/13, 9/23/13, 10/10/13, 11/26/13, 12/17/13, 1/30/14, 4/24/14, 8/1/14, 9/2/14, 10/22/14, 12/1/14

Special Education Advisory Panel (SEAP)	11/19/13, 6/17/14, 9/16/14, 11/18/14
ESS Internal SSIP workgroup	5/27/14, 6/13/14, 7/8/14, 7/28/14, 11/12/14, 12/3/14
Pima County Special Education Director Meeting	8/22/14
Cochise County Special Education Director Meeting	8/21/14
Graham/Greenlee County Special Education Director Meeting	10/1/14
Santa Cruz County Special Education Director Meeting	10/21/14
Pinal County Special Education Director Meeting	10/23/14
Directors Institute	8/27/13, 9/24/14
Tucson Regional Community Focus Groups	9/11/14, 10/24/14, 11/6/14
Flagstaff Regional Community Focus Groups	9/25/14, 11/3/14
Phoenix Regional Community Focus Groups	9/19/14, 10/20/14, 11/21/14
Early Childhood Focus Groups	10/20/14, 11/4/14, 11/17/14, 12/1/14, 12/17/14

Explain how your agency has established clear expectations for effective data use across SEA offices and departments. Describe the processes the SEA uses to support LEAs in effective data use.

It is the expectation of the agency that data will be shared and used across SEA offices. The agency has been divided into divisions: ESS is in the Highly Effective Schools division. The division is responsible for outcomes for all students. As such, data is shared and used to make decisions across units on a regular basis. The deputy associate superintendents meet monthly to discuss data, and there is cross-agency collaboration based on use of data for decision making.

Examining Data to Improve Student Achievement (EDISA) is a process that is used to support LEAs in effective data use. EDISA is a collaborative partnership between local education agencies and the state agency in a team-training program designed to close achievement gaps between students with special needs and their nondisabled peers. EDISA facilitators and ESS coaches guide LEA teams through the data-use framework that supports continuous improvement by discovering gaps and developing action plans to improve outcomes. Program specialists from ESS Program Support and Monitoring, School Improvement and Intervention, and Early Childhood collaborate and coach LEA teams through the process. Each LEA team develops an action plan that is monitored by ADE specialists a minimum of four times during the implementation of the plan. The action plan developed in EDISA becomes part of the Continuous Improvement Plan that is required of all LEAs receiving Title I funds.

Specific units work together and share data to use in decision making. ESS's Recruitment and Retention unit shares the special education attrition data with the Highly Effective Teachers and Leaders unit in

order to pinpoint strategies to recruit and retain both general and special education teachers. State assessment data is used by Research and Evaluation and the Office of Accountability to determine the letter grade for each LEA and school in Arizona's A–F accountability system. These data are used to identify schools in the Reward, Priority, Focus, and Pre-Intervention categories, which are established in Arizona's ESEA waiver. Department leaders utilize and analyze data to determine the risk level of LEAs and their schools based on programmatic criteria.

While Information Technology (IT) offers trainings and webinars on general ADE data submission, quality, and use, the ADE/ESS Data Management unit also offers trainings and webinars throughout the school year to the LEAs. Other ADE/ESS units also offer trainings and webinars throughout the school year on data use specific to respective content areas, which include secondary transition, secure care, assistive technology, professional learning and support, and program support and monitoring.

In addition, the ESS Data Management director and her staff serve as key members of agency-wide committees that develop and implement data governance policies, procedures, and practices for ADE. These committees (including the Data Stewards, Data Analysis, and EdOrg Work Groups) are charged with improving data quality and reducing data redundancy, protecting sensitive data, ensuring data and IT compliance with federal and state regulations, encouraging the correct use of data, and facilitating a platform for robust data analytics. Critical products of ADE data governance workgroups that relate specifically to special education data include the management of ADE data collections, the publication of a master data collections calendar, and the development of data management policies that are consistent agency-wide.

What formal mechanisms require LEAs and individual schools to engage in continuous improvement using data-based decision making? Describe how LEAs and individual schools are supported in their efforts.

All LEAs in Arizona receiving Title I funds are required to submit an annual LEA and School Continuous Improvement Plan. The Title I unit uses a six-year monitoring cycle with on-site monitoring activities occurring during year four. ADE provides technical assistance and collaborates with LEAs in any and all aspects of the school improvement planning process for schools that are designated as Focus schools. LEAs with Focus schools must assure that the continuous improvement plan is fully aligned to the needs of the school, addresses the root causes for not making progress, addresses the reason for identification, and addresses the selected interventions aligned to the turnaround principles. The plan must be appropriate for the different levels of schools (elementary, middle, and high) as well as different types of student needs. Designated Focus schools received on-site visits from school improvement and intervention specialists for technical assistance, as well as progress and compliance monitoring. The number of visits is differentiated based on need.

All LEAs receiving IDEA-Preschool funds are required to submit an annual Quality Enhancement Plan based on completion of the Early Childhood Quality Improvement Practices (ECQUIP) rubric. LEAs are required to form ECQUIP teams that include district and community representatives and to meet multiple times a year to assess the quality of their early learning environments. ADE's Early Childhood unit monitors for this compliance through the IDEA-Preschool grant application process and on-site visits. The Early Childhood unit uses a six year monitoring cycle with on-site monitoring activities in year six. Early Childhood program specialists provide support to every LEA in the state, conducting technical

assistance visits as well as providing professional development to support continuous improvement in areas identified by the LEAs during self-assessment or by program specialists during on-site visits. One area targeted during an LEA's Early Childhood monitoring year is a review of preschool data submitted to the Early Childhood unit through the state board-approved tool for data collection in preschool, *Teaching Strategies GOLD*. The LEA's data collection process is reviewed for its integrity, the data captured is reviewed for quality based on a data collection rubric, and the LEA's use of data to inform instructional and programmatic decisions is also reviewed. The Early Childhood unit has a program specialist who provides data-targeted support to LEAs through technical assistance and regular professional development sessions offered for teachers and program administrators.

ESS Program Support and Monitoring unit provides support to every LEA in the state. Program specialists have area caseloads and become the point of contact for special education directors in each LEA. All LEAs receive an annual site visit during which special education data is analyzed, along with guiding questions asked about the LEA's internal system of supervision and its system for data-based decision making. To accomplish this, Program Support and Monitoring uses a data analysis sheet in which specialists compile data related to indicators, public education agency (PEA) determinations, and fiscal information and present it to each LEA yearly. The program specialists meet with each PEA to discuss the data with each school and work with the staff to begin analyzing the data for improvement.

Specific LEAs are identified to participate in Examining Data to Improve Student Achievement (EDISA) monitoring based on the risk level. LEA teams of general and special educators are led through a continuous improvement data-use framework to analyze data and identify a root cause for the reading gap between students with disabilities and their typical peers. EDISA is a collaborative partnership between local education agencies and the state agency in a team-training program designed to close achievement gaps between students with special needs and their nondisabled peers. EDISA facilitators and ESS coaches guide LEA teams through the data-use framework that supports continuous improvement by identifying gaps and developing action plans to improve outcomes. Program specialists from ESS Program Support and Monitoring, School Improvement and Intervention, and Early Childhood collaborate and coach LEA teams through the process. Each LEA team develops an action plan that is monitored by ADE specialists a minimum of four times during the implementation of the plan. The action plan developed in EDISA becomes part of the continuous improvement plan that is required of all LEAs receiving Title I funds.

The Secondary Transition Mentoring Project / College and Career Readiness Team Training (STMP/CCRTT) capacity building series supports LEAs in engaging in continuous improvement using data-based decision making through the College and Career Readiness School Wide Framework professional development model (<http://www.researchcollaboration.org/page/college-and-career-readiness-framework>). The College and Career Readiness School Wide Framework supports interdisciplinary LEA teams as they discuss common (and uncommon) data sources and multi-tiered instruction and interventions regarding CCR competencies that support student skills associated with transition planning, but also including those skills that all students need to be college and career ready. These skills are known as the College and Career Readiness student competencies.

STMP/CCRT teams then develop, implement, review, and revise action plans to develop CCR competencies at the school level with supplemental and individualized interventions provided when data deems this necessary. Simply put, STMP/CCRTT develops the skills of interdisciplinary teams (not

just special education staff) and focuses on the systematic implementation of the CCR instruction and experiences across the whole school environment.

In the STMP/CCRTT, ESS and coaches from the University of Kansas bring together multidisciplinary LEA teams for six two-day trainings over two years. Experts in education and transition, as well as representatives from agencies throughout Arizona, deliver transition-related content to teams. LEA teams are provided with reports on a variety of data (e.g., graduation, dropout, academic achievement, post-school outcomes), and coaches facilitate analysis to identify areas of need. Both content and data analysis ground the team-building and planning activities in which teams engage during their participation in the trainings. Over their two years of trainings, teams reflect on and evaluate their efforts to support college and career readiness, and coaches support them as they develop the necessary structures and processes to sustain their improvements. To support schoolwide implementation, the Indicators of College and Career Readiness: School Scale is used. Additional information about the STMP/CCRTT capacity building training series can be found on the project Web site (<https://sites.google.com/site/azccr1214>).

Describe how the SEA provides targeted or differentiated tools/products/services that facilitate the effective use of data to improve instructional practice and student learning.

Each ADE/ESS program area has differentiated supports for LEAs. Program Support and Monitoring's Examining Practices system reviews LEA data and based on risk factors (C or below letter grade, low reading proficiency for students with disabilities, graduation rate, dropout rate) identified in the Risk Analysis Sheet, places LEAs into a tier of support. Tier 1 is analysis by self, Tier 2 is analysis with guidance, Tier 3 is analysis with support, and Tier 4 is analysis in special circumstances. Private day schools analyze their data in relationship to student achievement, including self-examination of systems.

The guiding questions the ESS program specialists use during the annual site visits with LEAs lead the specialists into determining the type of technical assistance they can provide to LEAs. Technical assistance can be in the form of helping an LEA to develop its own system of internal supervision, providing professional development on the evaluation/IEP process, or teaching the staff data analysis techniques for decision making. The type of technical assistance provided depends upon the coaching conversation the specialist has with an LEA.

School Improvement and Intervention also uses a multi-tiered system of supports. Using the A–F Letter Grade system as the foundation, Arizona is working toward an accountability system that will determine the differentiated performance ratings for schools and LEAs. The State can provide intensive supports when performance and growth are not at acceptable levels and recognize and incentivize growth to excellence for students and schools. Title I LEAs that are not identified as Priority or Focus schools, but have a downward trend in student academic achievement data are eligible for directed but less intensive supports. Part of the support is in developing and evaluating the annual LEA and School Continuous Improvement Plan, which includes sections on data, assessment, and evaluation; it is a cohesive, comprehensive system for assessing, analyzing, and monitoring student performance and the multiple factors that influence student achievement.

Describe how the SEA analyzes data related to student outcomes and /or root causes (e.g., SPP/APR indicators, 618 data, Consolidated State Performance Report (CSPR) data, and other EDFACTS data).

Each year the ADE/ESS along with other stakeholders, reviews student outcome and compliance data. Data are presented to Special Education Advisory Panel (SEAP), special education and general education administrators, and other members of the community through in-person presentations, as well as through data representations on the Web site. Input is sought each year from stakeholders on the data and the possible root causes for poor student outcomes. The most recent stakeholder focus groups described above reviewed the most recent data and informed the State on areas for further analysis, as well as possible root causes for poor performance.

Beginning in the spring of 2015 and annually thereafter, the Risk Analysis Sheet will be used to analyze LEA data and decide on the tier of support for the Examining Practices monitoring system. The data is analyzed by the state and the LEA to open dialogue for increasing positive student outcomes.

How does the SEA use data to determine which LEAs are achieving improved results for students with disabilities?

In addition to the analysis that led to the High-Performing Project, Arizona also uses the A–F Letter Grade system to identify the highest performing and high progress schools as reward schools. Schools that exhibit both high current standing and high progress are recognized for their exemplary work. High-performing reward schools are those that have a letter grade of “A,” as well as have above average achievement and growth among the students whose achievement falls in the bottom quartile. High-progress Reward schools have a letter grade of “A” or “B,” with above average growth for all students and above average achievement and growth among the students whose achievement falls in the bottom quartile. Students in the bottom quartile are predominantly English language learners and students with disabilities.

The Risk Analysis Sheet will be used to determine which LEAs have improved results for students with disabilities. The data gathered for the analysis includes student performance data, as well as other results indicators, such as graduation and dropout rate. LEAs that have high results fall into a low-risk category.

Data Analysis Summary (Connecting the Dots to the SIMR)

ADE and all stakeholders analyzed State- and LEA-level data. The data show that students with specific learning disabilities are the largest population of special education students in Arizona, and these students are educated most of the day in the general education setting. Students with specific learning disabilities are the lowest performers in reading on the State assessment. LEAs identified as Focus and Pre-Intervention have a higher population of students with disabilities and lower performance for these students. A study of LEAs that have the highest performance for students with disabilities in the State revealed six systems that are necessary for high performance. The root causes for poor performance are lack of effective leaders, lack of the use of data to drive instruction, lack of effective instruction, lack of ongoing support to ensure fidelity of implementation, and the State’s compliance-focused system. Based on the review of all relevant data, Arizona has selected a SIMR that will focus on increasing the percentage of students passing the State reading assessment in grades 3–8 with specific learning disabilities in the FFY 2014 cohort of Focus and Pre-Intervention schools.

Component #2: Analysis of State Infrastructure to Support Improvement and Build Capacity

Elements:

2(a) A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities.

- ***The State engaged in a systematic process to analyze the capacity of the State infrastructure to support improvement and build capacity at the local level in relation to the SIMR.***

When the former state leader of public instruction, Superintendent John Huppenthal, took office in January 2010, he and his staff began changing ADE from an agency with a singular focus on either compliance or technical assistance, depending on the program, to one with a focus as a service organization. The department was reorganized on a functional basis to help reduce duplication and overlap in the performance of functions and to help identify opportunities for further collaboration and streamlining. Programs that serve students were put into the same division under one leader, with the expectation that all programs in the division would work together to support districts and schools in serving children. This division, the Highly Effective Schools division, includes Exceptional Students Services, Title I, Career and Technical Education (CTE), and School Improvement and Intervention (SII).

With the reorganization of ADE and the announcement of OSEP's shift to Results Driven Accountability, ESS began examining the infrastructure of the unit. A new mission and vision was created to be in alignment with the new mission and vision of ADE. The ESS mission is to provide high quality service that builds capacity to improve outcomes for all students. The vision of ESS is that all students, including students with a disability, are well prepared for the next step, whether that is college, technical/trade school, career, job, or other means of engagement. To achieve this vision, ESS is establishing a system of supports that wrap around educators to improve student outcomes—academically, behaviorally, and functionally.

The development of a new mission and vision led to further analysis of the infrastructure. Each unit within ESS was asked to examine how the work of their unit aligns with the mission and vision—what work supports the mission and vision and what work can be modified or let go if it no longer serves to build the capacity of LEAs.

Along with aligning the work of the unit to the new mission and vision, the Comprehensive System of Professional Development unit within ESS was renamed the Professional Learning and Sustainability (PLS) unit to ensure that professional development was more than isolated events; it was organized so that learning would be sustained when the training events or grants ended. The PLS unit works closely with Program Support and Monitoring (PSM) to ensure that ESS is offering professional development and technical assistance that aligns with the new data-driven monitoring system. There is an increased emphasis on implementation science and systems analysis in all work with LEAs.

The process of the in-depth infrastructure analysis started with the identification of the current support, services, and assistance that ADE/ESS provides to LEAs. Each ESS director engaged in a brainstorming process to determine the specific support/services that ESS provided and charted the results. Similar

services or supports were merged into one category. Each topic was individually examined for overlap, strengths, weaknesses, and gaps. During the second phase, the ESS leadership team divided this information into topics (governance, fiscal, professional development, technical assistance, quality standards, data, and accountability/monitoring). A strengths, weaknesses, opportunities, and threats (SWOT) analysis was conducted on each of these topics.

The information from the SWOT analysis and the High-Performing Project was compared using a crosswalk analysis to determine if gaps existed. The leadership team categorized the SWOT information and the list of current supports or services onto the six trends identified in the High-Performing Project—culture, effective core instruction, leadership, use of data, inclusive practices, and interventions/enrichment. After the data and information were mapped, leaders identified redundancies, weaknesses, and gaps in support and services. The infrastructure analysis and restructuring of ESS is not complete and will be ongoing as ESS explores improvement strategies.

Changes to ESS Based on Infrastructure Analysis

- A lack of leadership training offerings for LEAs was noted in the analysis of the SEA capacity. There was also a lack of focus, specifically on the needs of students with special needs as they related to curriculum, assessments, instruction, and school culture among the LEAs. ESS is currently creating professional development activities and applying for the State Personnel Development Grant (SPDG) to scale up its supports in these areas for all personnel who impact students with disabilities.
- Program Support and Monitoring is in the process of completely overhauling the monitoring system. The infrastructure analysis showed that the compliance-heavy focus left little resources for support on improving student outcomes. The new Examining Practices monitoring system is a more balanced approach that embraces the principles and vision of Results Driven Accountability.
- A new Results Driven Accountability (RDA) implementation grant was announced in October 2014 to assist LEAs in changing their practices to include academic results, as well as compliance. School Improvement and Intervention (SII) is partnering with PLS when an applicant is currently in school improvement. PLS and PSM are ensuring applicants that are also going through the new monitoring system, Examining Data to Improve Student Achievement (EDISA), are braiding their resources to ameliorate the root cause that was determined during the data analysis.
- PLS is also working with School Improvement and Intervention to create an online course for principals with the goal of increasing leadership skills to foster culture that is inclusive of all children.
- The Autism Spectrum Disorder Project is now partnering with Early Childhood Education to bring the Strategies for Teaching Based on Autism Research (STAR) program to LEAs. This partnership ensures that there is a clear method of professional development that is consistent pre-K–12.
- In 2012, attrition data indicated that on average, a special education director in Arizona stayed in the position for less than three years. Considering that the impact of good leadership is the most important variable when predicting whether special education teachers remain in their profession, ESS initiated a mentoring program to recruit and retain special education directors.

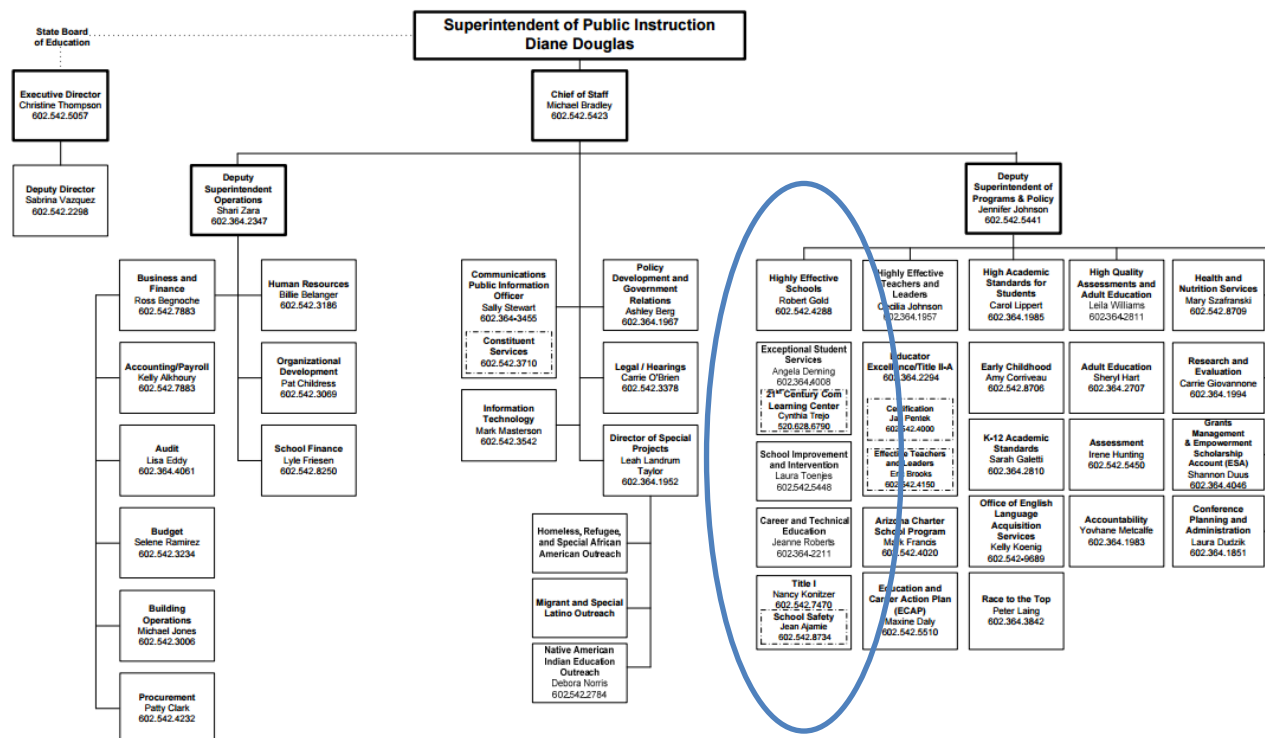
After two years of the initiation of this mentoring program, the attrition of special educators significantly decreased.

2(b) A description of the State's systems infrastructure (at a minimum the governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring).

- **The State analyzed all systems within its infrastructure related to the SIMR.**

Governance

The governance infrastructure begins with the superintendent of public instruction, Diane Douglas. The superintendent, in conjunction with the State Board of Education, leads the State in developing and implementing educational guidelines and standards. Through various programs within the department, the superintendent oversees direct services to 231 locally governed school districts, including 13 vocational districts and 9 accommodation districts. The superintendent, in conjunction with the State Board for Charter Schools, oversees 418 charters. ADE executes the educational guidelines through evaluation, training, school improvement assistance, dissemination of information, and administration and allocation of funds. The department also serves as the primary source for information on the status and needs of the public school system.



The work of the ADE/ESS is guided by the leadership of the deputy associate superintendent (DAS). The DAS has a leadership team of directors for each unit within ESS that guides the work of the program specialists and other support staff. While each unit within ESS has specific tasks and responsibilities, it is the expectation that the units work collaboratively to support LEAs.

Governance Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • State Strategic Plan for improved student achievement and opportunities for success post-graduation • ESEA Waiver A–F letter grade accountability system • Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT) (new state assessment aligned to college and career ready standards) • Arizona’s College and Career Ready Standards • Arizona Education Learning Accountability System (AELAS) (Arizona’s comprehensive technology initiative) • AZDash information system consolidates student performance data • Education and Career Action Plans (ECAPs) • AZLEADS school administration support and training • Move On When Reading (MOWR) initiative • Dispute Resolution—early resolution and facilitated IEPs • Family engagement initiative • AZ FIND intergovernmental agreements with Department of Economic Security and Arizona Early Intervention Program • Interagency service agreement with Division of Behavioral Health Services (Department of Health Services) • Special Education Advisory Panel • State Board rules committee • Partnership with Raising Special Kids • Community of Practice • Positive Behavioral Interventions and Supports of Arizona (PBISAz) • Results Driven Accountability buy-in from key political figures 	<ul style="list-style-type: none"> • Multiple site visits and reporting forms for various ADE units and schools • ADE staff turnover • Constituent turnover • 200+ districts, 400+ charters across 114,000 miles

Opportunities	Threats
<ul style="list-style-type: none"> • Muti-Tiered System of Supports initiative • Collaboration with School Improvement and Intervention • Collaboration with Title I • Collaboration with K–12 standards 	<ul style="list-style-type: none"> • Unknown timeline for IDEA reauthorization • Unknown timeline for ESEA reauthorization and waiver renewal application

The largest strength of the governance system that supports the SIMR is the organizational structure of the ADE. ESS is part of the Highly Effective Schools division and is an equal participant in decisions that concern education of students. Additional strengths of the system are the ESEA Waiver A–F Letter Grade accountability system, the Move On When Reading initiative, and the Results Driven Accountability buy-in. ESS has opportunities in the governance system to collaborate with the other divisions at ADE to establish a complete system of supports that will build the capacity of LEAs to improve outcomes for ALL students.

Fiscal

The Grants Management division is a collaborative processing unit for all state and federally funded programs that are administered by the Arizona Department of Education. There are four fiscal monitoring units within the Grants Management division: Arizona Charter Schools Program, Exceptional Student Services, National School Lunch Program, and Single Point of Contact.

The Single Point of Contact is a pilot project intended to address the needs of the smallest LEAs in Arizona. The purpose of the project is to allow these districts and charter schools to contact only one individual in order to receive assistance and guidance on any questions regarding state or federal grant funding. ADE is also making an effort to streamline the monitoring processes across multiple grant programs; ADE is testing a single monitoring process for all federal and state funds. The monitoring process includes an initial desk-based risk assessment, along with a review of transaction information across multiple grants. The ESS Funding unit distributes IDEA formula–driven, noncompetitive, and discretionary competitive grants to eligible schools throughout Arizona. The grant process is fully automated through the ADE Grants Management Enterprise system. Grants are approved, amended, and financially monitored through the automated system. There are approximately 20 grant categories, and the unit processes approximately 1,000 applications per year.

In addition to grants, the ESS Funding unit manages all contracts, procurement, data collection, and budgeting for Exceptional Student Services.

Fiscal SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Funding director with experience and strong knowledge base of fiscal compliance and grants management • Web-based grants management system • Ongoing open and thorough communication with LEAs • Funding director membership with AASBO (Arizona Association of School Business Officials) for ongoing training and networking • LEAs have fiscal accountability through single audit, fiscal monitoring, and year-end financial completion reports • Annual new charter training pertaining to funding opportunities prior to enrolling students with disabilities • Funding director attendance at national fiscal compliance conferences • Directors of ESS Finance and Operations membership in ADE Federal Fiscal Grants Management task force and ADE Grants Management task force • Development of new interactive LEA maintenance of effort (MOE) testing and compliance database • Good relationship and communication with the Arizona State Board of Charter Schools staff 	<ul style="list-style-type: none"> • Lack of consistent communication with School Finance in order to identify resources available through their data collection mechanisms within budgets and annual financial reports submitted by LEAs • Lack of discussion with LEAs pertaining to the allocation of resources equitably to ensure that all students have equal access to educational resources (refer to 12/10/14 Dear Colleague Letter) • Lack of time and resources to train LEAs pertaining to appropriate allocation of IDEA funds to serve students with disabilities, such as paraprofessionals and supplemental curriculum • Lack of interaction/discussion with LEAs to discover their needs and their strengths, weaknesses, opportunities, and threats (SWOT)
Opportunities	Threats
<ul style="list-style-type: none"> • Capacity building (professional development) grants for LEAs • Targeted grants for LEAs with low achievement scores for students with disabilities • Work with other ADE divisions to develop team approaches to fiscal monitoring and LEA technical assistance 	<ul style="list-style-type: none"> • Timely updating of ADE/ESS policies and procedures related to new Uniform Grant Guidance and changes to the Federal Register issued by the Office of Management and Budget

The strengths of the fiscal system that support the SIMR are the ongoing open and thorough communication with LEAs, the ESS funding director who has experience and strong knowledge of fiscal compliance and grants management, and the web-based grants management system. These strengths will allow LEAs to quickly access the resources needed for implementation of leadership and literacy practices as they relate to the SIMR. ESS has opportunities to provide targeted grants to LEAs with low achievement in reading and to develop team approaches to fiscal monitoring and LEA technical assistance.

Quality Standards

Arizona's College and Career Ready Standards give Arizona students the skills they need to be successful in life. The standards are a set of expectations placed on students to ensure that when they leave the classroom they are prepared to become informed, productive members of their communities. Arizona's College and Career Ready Standards were adopted in 2010 after extensive public comment and public meetings by the Arizona State Board of Education. Schools began implementing the standards during the 2012–2013 school year.

The Program Guidelines for High Quality Early Education: Birth Through Kindergarten was developed in partnership with the ADE Early Childhood Education division and First Things First and included extensive stakeholder involvement. This recommended set of practices provides guidance by delineating what constitutes quality practices and providing a set of indicators that concretely describe high quality early care and educational programming for children birth through age six.

The Arizona Early Learning Standards (AZELS) have been developed to provide a framework for the planning of quality learning experiences for all children three to five years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. They assist all early education professionals in setting high expectations for children rather than lowering expectations for children with disabilities or other challenges. Therefore, the AZELS should be used for students with disabilities as well as with typically developing children. Because these standards establish the content for learning, the focus for classrooms no longer needs to be on an age, grade, or specific functional level but on actual performance on or toward a standard. Like any quality standard, the AZELS are designed to be used to plan creative experiences that support children in reaching their highest potential, capture their interest in learning, and build on what they already know. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities. They were developed with extensive stakeholder involvement, including parents, families, teachers, administrators of public and private early learning centers, and representatives of institutes of higher education.

Standards for Effective LEAs were developed by a team of ADE staff from Title I, Title II, and School Improvement and Intervention units. After an extensive review of the research, the team synthesized the most common descriptors of significant practices and developed the Standards for Effective LEAs.

Standard 1 – Continuous Improvement

Standard 2 – LEA Leadership

Standard 3 – Curriculum and Instructional Systems

Standard 4 – Supplemental Supports and Intervention Services

Standard 5 – Data, Assessment, and Evaluation

Standard 6 – Stakeholder Relations

When this analysis was done, it was noted that ESS does not have standards per se. The results of the High-Performing Project very closely reflect the Standards for Effective LEAs. ESS will be working with School Improvement and Intervention, Title I, and Title II to strengthen and combine the work so that there is a common language of effective systems for LEAs.

Quality Standards SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Quality standards for LEA and school systems established and implemented through Title I, Title II, and SII—based on the seven turnaround principles • Early Childhood—Preschool quality standards (ECQUIP) • General supervision expectations based on activities for compliance 	<ul style="list-style-type: none"> • Up to this point, ESS has not used the LEA and school system standards • We do not have quality standards for effective practices
Opportunities	Threats
<ul style="list-style-type: none"> • Integrate high quality effective practices for students with disabilities into existing quality standards used in Title I, Title II, and School Improvement and Intervention • Collaborate with Title I, SII, and TII to establish new system for continuous improvement planning • Include LEA/school goals, strategies, and actions steps for students with disabilities into existing plans based on quality standards—one plan 	<ul style="list-style-type: none"> • Changes in leadership • Focus on too many initiatives without connecting to an overarching goal • LEA capacity • SEA capacity

The strengths of the quality standards system are the standards established by Title I, Title II, and School Improvement that are based on the seven turnaround principles. The early childhood unit also has preschool quality standards. Both of these sets of standards can be the building blocks for the work of developing quality standards as they relate to improving reading. This analysis created the opportunity for ADE leadership to collaborate and integrate high-quality effective practices for students with disabilities into existing quality standards and to establish a new system for continuous improvement planning especially in the area of literacy.

Professional Development

Each division of the ADE has its own system of professional development. The agency also provides professional development opportunities to all staff to increase their capacity to serve the education community.

All ADE/ESS—provided professional development over the last two years has been increasingly emphasizing Dean Fixsen’s work with implementation science. Accordingly, all professional development provides clear learning goals to the participating teams. All professional development also

incorporates the tenets of adult learning theory that, according to Carol Trivette’s work, show the highest gains in adult learning. ESS staff consists of individuals who are currently involved in Learning Forward initiatives and trainings. Data is collected often to ensure implementation is occurring. Surveys are also provided to ensure we are meeting constituent needs.

The ESS PLS unit also researches and maintains the Promising Practices Web site. This online guide provides easy access to over 1,400 excellent resources for parents and professionals serving students with disabilities in Arizona. The Web site provides research-to-practice guidelines, strategies, and resources to support professionals and parents in improving results for students with disabilities: <http://www.azpromisingpractices.com/>.

Professional Development SWOT Analysis

Strengths	Weaknesses
<p>Recruitment and retention:</p> <ul style="list-style-type: none"> • Job fairs • Recruitment at local and national conferences • Relationships with higher education agencies • Mentor program for new special education directors <p>Coordinated system of professional development:</p> <ul style="list-style-type: none"> • There is a professional development system within the different units in ADE • There is a comprehensive PD program for evidence-based reading instruction <p>Personnel standards and competencies:</p> <ul style="list-style-type: none"> • Comprehensive handbook of policies and procedures that is provided to all personnel in ADE • Employees are required to review competencies on a scheduled basis and demonstrate proficiency based on specific areas • Ongoing surveys to evaluate job satisfaction • Employee evaluation system on individual work performance—MAP (Managing Accountability 	<p>Recruitment and retention:</p> <ul style="list-style-type: none"> • Limited competitive salary and incentives • High turnover • Geographic challenges to participate in trainings—burdensome travel • Technology challenges <p>Coordinated system of professional development:</p> <ul style="list-style-type: none"> • Lack of collaboration between division and units • Limited overall structure • Lack of common language • Extensive use of acronyms • Limited information that is translated into other languages • Lack of leadership training opportunities <p>Personnel standards and competencies:</p> <ul style="list-style-type: none"> • MAP system is not user friendly

<p>and Performance)</p> <p>Ongoing systematic professional development (PD) strategies:</p> <ul style="list-style-type: none"> • Implementation grants are based on Fixsen’s Implementation Science Framework • Trainers incorporate adult learning styles and active learning in PD events • Capacity coaches are provided to grantees at many events <p>Incorporating stakeholder and staff input and data to inform the professional development system:</p> <ul style="list-style-type: none"> • Survey provided to collect evaluation of training • Implementation survey—three- month follow-up after initial training • Based on SPP/APR data, grants are created to meet LEA needs <p>Ongoing, systemic, and effective professional/workforce development:</p> <ul style="list-style-type: none"> • Workgroups within ESS • Scheduled staff meetings • Mandatory 30 hours of professional development annually for all staff 	<p>Ongoing systematic professional development (PD) strategies:</p> <ul style="list-style-type: none"> • Clarity of structure of system for PD is lacking <p>Incorporating stakeholder and staff input and data to inform the professional development system:</p> <ul style="list-style-type: none"> • Regional Inconsistencies for opportunities for stakeholder input <p>Ongoing, systemic, and effective professional/workforce development:</p> <ul style="list-style-type: none"> • Lack of structure to make decisions • Lack of opportunities to have other units participate • Lack of operational protocols (e.g., workgroups, unit meetings, overall small or large group organizational meetings) • Lack of effective use of time
Opportunities	Threats
<ul style="list-style-type: none"> • Coordinated system of professional development • Strengthening our relationships with regional centers and other divisions within ADE • Opportunity to develop a catalog of professional development training • Increase employee training for use of technology for delivering professional development to LEAs 	<ul style="list-style-type: none"> • Overburdening LEAs with duplication of requirements • Lack of information delivered to LEAs • LEAs limited access to information

The professional development system strength that supports the SIMR is the coordinated system of professional development in each unit. This strength also creates an opportunity to combine the separate systems into one that will support all LEAs as they work to improve reading outcomes for students. The new professional development system will need to focus on the support for LEAs in the implementation of evidence-based reading practices and creating effective leaders.

Data

The ADE Data Governance Program is charged with the responsibility of developing and enforcing policies concerning the collection, management, and use of data within the Arizona Department of Education (ADE). The mission of Data Governance is to improve the quality of data while reducing the administrative burdens of data collection and processing.

Data Governance has the authority to set data management–related policy and standards for use within the ADE. The ADE Data Governance Program works with the Arizona Data Governance Commission to establish data management–related policies and standards that impact schools pre-K through postsecondary. Key responsibilities of Data Governance include:

- Management of ADE data collections and publication of the Master Data Collections Calendar
- Development of Data Management Policies
- Provision of Public Data Sets and servicing of Data Requests
- Development, communication, and enforcement of privacy policies and practices
- Provision of information and training for the Data Pre-Conference at the Leading Change Conference

The ESS Data Management team is responsible for the collection, review, validation, verification, and analysis of special education data in Arizona, as required under Section 618 of the Individuals with Disabilities Education Act (IDEA).

Data SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Three Data Management FTE positions within the ADE special education section (ESS) dedicated solely to training, technical assistance, analysis, communication, and collaboration with PEAs and internal ADE areas, including the ADE information technology (IT) section • Six Information Technology FTE positions within the ADE IT section dedicated solely to ADE special education data technology systems development, production support, quality assurance, business analysis, and project management • Effective and ongoing collaboration with the ADE IT special education team and other IT staff who coordinate systems that collect or submit special education data (i.e., SAIS, AzSAFE, EdFacts) • Fully developed statewide student information system for PEA data submission (Student Accountability Information System or SAIS) 	<ul style="list-style-type: none"> • ADE IT infrastructures are being revised at such a rapid rate that ESS Data Management staff time and resources are frequently constrained • ADE does not have data-sharing systems in place to easily share data between Part B and Part C • ADE internal consistency is still being developed between areas that work with data, which means that inconsistent messages can be sent to PEAs • The ADE/ESS Data Management Web site does not display effective, organized visual data displays for 618 data aside from special education census information

<ul style="list-style-type: none"> • Locally developed web-based data submission, reporting, and analysis software systems to collect special education census and annual data collection PEA data • Built-in edit checks to ensure accurate data submission from PEAs and accurate data submission to OSEP • Ongoing and productive participation of ADE Data Management staff and leadership in a significant ADE IT infrastructure redesign workgroup (i.e., EdOrg) • Active involvement of ADE Data Management staff and leadership in the Data Stewards and Data Accountability workgroups, internal ADE data governance structures that are working to develop agency-wide consistency of roles, responsibilities, decision-making authority, data definitions, and data calendar issues • Data Management PEA focus group convened periodically to provide input, as needed, specific to special education systems; ADE IT staff convene regular PEA focus groups to look at larger data systems that may impact PEA special education data submission • Professional development, resource documents, and technical assistance provided consistently to support special education data collection, submission, analysis, and use; Data Management staff have completed interactive learning and adult engagement training to ensure professional development is effective and engaging for adult learners • A specifically designed ADE/ESS Data Management webpage has been developed to make access to data and technical assistance resources easy to locate and use • A new statewide information system for PEA data submission, the Arizona Education Learning and Accountability System (AELAS), is currently being developed 	
Opportunities	Threats

<ul style="list-style-type: none"> • ESS Data management participation in AELAS training will lead to more skilled staff and better PEA professional development and technical assistance • Ongoing opportunities for data-related professional development for ESS Data Management personnel can lead to better PEA professional development and technical assistance • Participation in a national workgroup on improvement of technical assistance to states could assist Arizona and other states in ensuring high quality data systems are maintained and consistent data collection and submission procedures are followed • Participation in the IDEA Data Center could lead to new ideas, best practices, and more support for data-related issues 	<ul style="list-style-type: none"> • Differing interpretation of data collection requirements based on different internal ADE data managers • Change in ADE leadership could lead to ADE IT leadership changes, which could impact data systems used for special education data collection and submission
--	---

The strengths of the data systems that support the SIMR are the data management staff that provide training and technical assistance to LEAs and the ongoing collaboration with ADE IT to ensure that all data systems are coordinated and accurate. This leads to the opportunity to use the new Arizona Education Learning and Accountability System (AELAS), which includes AZDash, an interactive dashboard that can display longitudinal achievement data at the district, school, or student level. Arizona educators will have better access to reading achievement data to use to make instructional decisions.

Technical Assistance

An example of technical assistance that is offered at ADE/ESS is illustrated in how the mentoring program for new special education directors throughout the state is carried out. To make technical assistance possible for these busy directors, ESS offers monthly meetings by using Go-To-Meeting. This method provides technical assistance in areas such as funding reporting requirements, legalities and compliance issues in special education, the special education process, ADE initiatives that support or relate to special education personnel, and recruitment and retention strategies for special education personnel.

The Recruitment and Retention unit within ESS, in collaboration with the CEEDAR Center (Collaboration for Effective Educator Development, Accountability and Reform) at the University of Florida, provides technical assistance to institutes of higher education (IHEs) to promote consistency and increase the rigor and relevance of coursework related to data-driven decision making in reading instruction. IHEs continually collaborate to ensure that curriculum related to teacher preparation in reading instruction is consistent in IHEs and that the curricular content reflects current research-based practices.

Program specialists in all areas of ADE provide ongoing technical assistance to the LEAs in Arizona. Program Support and Monitoring specialists meet with their assigned LEAs at least once a year for an annual site visit to provide guidance and support and more frequently, depending on the LEAs' needs.

Technical Assistance SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Capacity building coaches available to grantee LEAs at the site level when they implement new strategies in their schools • Grants available to assist LEAs with various initiatives • Education project specialist assigned to each grantee • Surveys gather data on implementation of training strategies • Different sections and units have an approved list of technical assistance providers • Surveys are a tool used to conduct needs' assessments prior to training sessions • Technical assistance documents on special education topics such as evaluation, IEP, and prior written notice are posted on the ESS Web site 	<ul style="list-style-type: none"> • Coaches work with LEAs on a specific initiative or grant requirement • Sections and units work in isolation and not collaboratively • The overall agency lacks a plan to foster and monitor implementation of strategies to improve student outcomes
Opportunities	Threats
<ul style="list-style-type: none"> • Collaboration between various sections and units to develop and implement a framework for monitoring outcomes of grants and initiatives • Revise the implementation process to designate steps, checkpoints, and strategies for gaining feedback • Develop a peer mentoring program for implementing techniques and initiatives • Action research projects with school teams and among peers could be an additional data source 	<ul style="list-style-type: none"> • Changing the current system requires a paradigm shift and a commitment from everyone • Potential for progress to become stagnant or to decrease upon implementation • Maintaining a closed culture of thinking that includes the same people and the same problem • Resistance from those who might not be invested in the change process

The strengths of the technical assistance system that supports the SIMR are the capacity building coaches that are available to participants of various grants such as Language Essentials for Teachers of Reading and Spelling (LETRS), the implementation surveys that gather data on the implementation of training strategies, and the surveys used as needs assessments that are administered to trainees prior to training. There are also opportunities for us to develop a peer mentoring program using the 29 LEAs

from the High-Performing Project to mentor others in successful strategies to increase literacy and overall student performance.

Accountability/Monitoring

The state accountability system in Arizona is predicated on a continuous improvement model, with differentiated state supports and interventions designed to drive student achievement toward the goal of college and career readiness. Through the state's A–F Letter Grade system, Arizona makes annual accountability determinations for all schools and districts based on student academic status and growth. With Arizona's state accountability system as the foundation, the state can enhance the identification and recognition system and further differentiate interventions. This will allow ADE to support every school where students are struggling and create a system focused on college and career readiness that supports continuous improvement.

The Accountability section aims to measure the growth in the quality of Arizona schools and districts by producing timely and reliable accountability determinations as required by state and federal law. The section works closely with Assessments, the State Board of Education, and Research and Evaluation in order to accurately label schools in a fair and systematic manner. Accountability staff support schools, districts, and other stakeholders in refining the system, as well as in utilizing data in an appropriate and effective manner.

The ADE continues to refine its differentiated system of support and accountability based on outcome data and lessons learned. ADE is committed to creating, improving, and sustaining effective systems that will support and hold accountable the state, LEAs, schools, and ultimately all classrooms for being the best so that all Arizona students have the opportunity to reach their full potential.

ESS has developed a monitoring system that uses data analysis to understand the root cause as to why students with disabilities are not achieving in reading at the same rate as their nondisabled peers. The system, Examining Practices, differentiates support for LEAs based on a risk analysis, which analyzes their needs. The risk analysis is a tool that includes fiscal information, indicator data, proficiency results, public education agency determinations, and special education director permanency to assess schools' needs for intervention. This new monitoring model takes a more balanced approach of maintaining procedural compliance, along with improving student outcomes. It is a major shift from the previous compliance-heavy monitoring model.

Accountability/Monitoring SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Examining Practices model • EDISA (Examining Data to Improve Student Achievement) • Capacity building grants • Completion reports for grants (e.g., LETRS, Autism, PBIS) 	<ul style="list-style-type: none"> • Leverage • Effective evaluation tools • Progress monitoring • No qualitative data in monitoring • Inconsistency among specialists

<ul style="list-style-type: none"> • PEA Determinations • Listserv • ALEAT—online system for tracking LEA action plans • Action plan development • Coaching • New Parent Involvement Survey 	
Opportunities	Threats
<ul style="list-style-type: none"> • Development of evaluation tools • Development of professional development on data analysis • Create implementation specialists to assist LEAs with the implementation of their action plans 	<ul style="list-style-type: none"> • SEA capacity • Buy-in from LEAs • Monitoring perceived as punitive • Inconsistency among specialists

Examining Data to Improve Student Achievement (EDISA) is currently used as part of the LEA monitoring system and guides LEAs in using a data-use framework with the focus on increasing reading achievement. The Examining Practices monitoring system is transitioning LEAs from the prior compliance-dominant monitoring system to one that allows LEAs to examine their systems and make changes that improve student outcomes. These strengths support the SIMR by allowing the focus of monitoring to shift to a more balanced approach that will consider results, specifically the improvement of reading achievement. In order to support the work for the SIMR, ESS has the opportunity to modify and strengthen EDISA to include implementation specialists who will assist LEAs in the implementation of their action plans.

2(c) A description of the current strengths, the extent the systems are coordinated, and areas for improvement within and across the systems.

- ***The State identified relevant strengths within and across the systems to address the SIMR.***

The greatest strength of the ADE systems is the commitment to collaboration between all units and divisions. The data and infrastructure analysis for the SSIP has brought to the surface the need for collaboration between general education and special education in order to improve results for ALL students. The creation of the SSIP has led to a partnership with School Improvement to support the FFY 2014 cohort of Focus and Pre-Intervention LEAs and all other LEAs. ADE has identified the following additional strengths:

- The State currently has an ongoing coordinated system of professional development, which includes state personnel standards and competencies, a new employee evaluation system, implementation grants, the use of an implementation science framework, and the incorporation of adult learning styles and active learning.
- The state provides technical assistance by developing capacity around effective systems and implementation practices by making capacity building coaches available to assist LEAs.

- Fiscal strengths include a web-based grants management system with open and ongoing communication with LEAs.
 - Fiscal accountability is maintained through single audit, single monitoring, and year-end financial completion reports. A new interactive LEA Maintenance of Effort (MOE) testing and compliance database has been developed.
 - Quality standards for LEAs and school systems have been established and implemented through Title I, Title II, and School Improvement and Intervention based on the seven turnaround principles; early childhood quality standards have been implemented through ECQUIP.
 - Accountability and quality improvement systems use data and a planning process designed to achieve results for children and families.
 - The LETRS (Language Essentials for Teachers of Reading and Spelling) grant for districts uses a train-the-trainer model and includes a matching implementation grant so districts can use the trainers to train general and special education teachers in the district. The grant covers all personnel who work with students with disabilities.
 - Data systems are dedicated to training, technical assistance, analysis, communication, and collaboration with PEAs and internal ADE areas. There are six Information Technology FTE positions dedicated solely to ADE special education data technology systems development, production support, quality assurance, business analysis, and project management.
 - ESS has effective and ongoing collaboration with the ADE IT and other IT staff who coordinate systems that collect or submit special education data (i.e., SAIS, Az SAFE, EDFacts). Web-based data submission, reporting, and analysis software systems collect special education census and annual data collection PEA data.
- ***The State identified relevant areas for improvement within and across the systems in relation to the SIMR.***

The most relevant area for improvement across the systems is communication and collaboration between the units as systems are improved to support the SIMR. Other areas for improvement as determined by the SWOT and stakeholder infrastructure analysis include the following activities:

- Provide leadership training for effective leaders to include both special and general education together.
- Partner with general education sections of ADE to provide comprehensive professional development in the area of evidence-based reading strategies.
- Continue to improve the communication between all ADE departments.
- Establish a data-sharing system to share data between Part B and Part C.
- Increase the ESS staff capacity for supporting LEAs—make the shift from compliance only focus to a more balanced approach.
- Develop or use the LEA and school system standards.
- Continue to build partnerships and collaborate with other sections and units in ADE.
- Increase ESS staff capacity for use of technology in providing professional development.
- Continue work in restructuring and repurposing ESS staff to support the work of the SIMR.

2(d) The identification of current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives and the extent to which they are aligned, and how they are, or could be, integrated with the SSIP. OSEP will consider the extent to which:

- ***The State identified both special education and general education initiatives that could impact the capacity of local programs and schools to implement strategies that lead to a measurable improvement in the State identified result(s).***

To reduce the redundancy and the burden on LEAs, a pilot project led by the director of Evaluation and Cross Division Collaboration, is currently in the beginning stages. Seven LEAs were selected to pilot this integrated support model. A cross-divisional data team made up of members of School Improvement, Title I, Title II, ESS, Office of English Language Acquisition Services, Office of Indian Education, K–12 Standards, Early Childhood, Special Populations, and Career and Technical Education will meet to review all relevant data and work with the nine LEAs together to develop one LEA action plan that will meet all the requirements of the respective programs. Language Essentials for Teachers of Reading and Spelling (LETRS) course content is aligned with Arizona’s College and Career Readiness Standards. LETRS is a course of study that connects research to practice in language arts and provides training for pre-K–5 general education teachers and special education teachers pre-K–12.

Move On When Reading (MOWR) is a statutory initiative (Arizona Revised Statutes [A.R.S.] §15-704) that requires LEAs serving students in grades K–3 to provide effective reading instruction and a system to monitor student progress. A.R.S. §15-201 requires LEAs with a K–3 program to submit a plan for reading instruction and intervention for those same grades. State funding is provided to support implementation of the plan.

The CEEDAR Center at the University of Florida is a national technical assistance center that works with states, universities, and education agencies. The center is currently supporting Arizona’s IHEs in their efforts to develop more rigorous and relevant courses at the undergraduate and graduate levels to produce teachers and leaders who can successfully prepare students with disabilities to achieve the college and career readiness standards. Arizona has been classified as “in need of targeted technical assistance” and has chosen to concentrate its efforts on reading and data analysis to improve reading instruction for students with disabilities. Ninety percent of colleges and universities who currently have a State Board–approved program in special education are actively participating in this initiative.

Both TIERS (Arizona Teams Intervening Early to Reach All Students) and DART (Data Accountability Reading Team) trainings involve processes that teach LEAs to analyze their data to identify the root causes as to why students with disabilities are not achieving in reading at the same rate as their non-disabled peers. General education personnel are involved as one mandatory member of a TIERS or DART team is a general educator. In addition, the ADE School Improvement program specialists and early childhood program specialists are attending meetings and aligning the work of this system with their own initiatives. ADE provides funding to support LEAs in the process and implementation of improvement strategies.

The Community of Practice model that ADE is using involves many stakeholder groups that make decisions on improving outcomes for all students.

The ADE/ESS in partnership with Research Collaboration at the University of Kansas, Center for Research on Learning, offers funding and training to selected interdisciplinary teams of educators from across Arizona. The Secondary Transition Mentoring Project / College and Career Readiness Team Training (STMP/CCRTT) Project provides systematic professional development that promotes college and career readiness for all students.

ADE developed a cross-unit division to create Arizona's multi-tiered system of supports (MTSS) for schools. The MTSS workgroup consists of members from School Improvement, School Safety, ESS, Assessment, K–12 Standards, Office of English Language Acquisition Services, Early Childhood, Title 1, and CTE. This group is developing a comprehensive system of supports and tools that will assist LEAs in scaling up and creating a multi-tiered system of supports within their LEAs. The development of supports for the MTSS schools is being interwoven with supports from the other units to tie into existing initiatives for increased sustainability.

- ***The State analyzed relevant State-level improvement plans and initiatives in relation to the SIMR and described the extent to which they are aligned, or could be integrated, with the SSIP.***

The ADE/ESS reviewed the Strategic Plan, ESEA Waiver, Race to the Top, and the Move On When Reading literacy plans during the infrastructure analysis.

Improvement Plan or Initiative	How is it aligned to the SSIP?
Move On When Reading	This initiative requires LEAs to provide effective reading instruction, with initial screenings, ongoing diagnostic and classroom-based reading assessments, and a system to monitor student progress. This directly supports the SSIP and the focus area of improving reading proficiency. http://www.azed.gov/mowr/
ADE Strategic Plan	Low percentage of Arizona students deemed college and career ready. The goals set for this plan support the SSIP: increase graduation rates, increase percent of students scoring at or above basic in National Assessment of Educational Progress (NAEP) in reading and math. http://www.azed.gov/strategic-planning/5-year-plan/
ESEA Waiver	The waiver was reviewed extensively throughout the development of the SSIP. The A–F accountability system is incorporated into the Examining Practices Risk Analysis Sheet, and the identified Focus and Pre-Intervention schools are the cohort for the SIMR. School Improvement and Intervention and ESS have created a partnership to support LEAs in improving student outcomes. http://www.azed.gov/eseawaiver/files/2014/10/version-7.2-final-approved-copy-10_9_14.pdf
Race to the Top	The five regional centers that were established by Race to the Top are a resource for professional development for LEAs. The regional centers offer numerous professional development opportunities in

	reading standards and effective reading strategies. http://www.azed.gov/racetothetop/regionalcenters/
Multi-Tier System of Supports (MTSS)	The mission, vision, and beliefs ingrained in the MTSS project support the results of the ESS High-Performing Project and the SSIP. Effective leadership, data-based decisions, and effective teaching using evidenced-based practices ensure that all students will achieve. http://www.azed.gov/mtss/
Family Engagement	The Family Engagement initiative is a cross-division effort to build and strengthen partnerships between families, schools, and communities. Research indicates that families who engage their children in at-home learning activities help students achieve academic expectations, and schools that include families in the decision-making process develop shared goals and actions to improve schools and students' education. http://www.azed.gov/parents/familyengagement/
Read On Arizona	Read On Arizona is a public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight. Read On Arizona works to leverage existing resources to maximize impact and develop and strengthen literacy and language acquisition along the continuum. http://readonarizona.org/

2(e) A list of representatives (e.g. offices, agencies, positions, individuals, and other stakeholders) who were involved in the development of Phase I and will be involved in the development and implementation of Phase II of the SSIP.

- **The relevant representatives supported the development of Phase I of the SSIP.**

ADE Superintendent of Public Instruction – John Huppenthal

ADE Deputy Superintendent of Programs and Policy – Jennifer Johnson

ADE Associate Superintendent of Highly Effective Schools – Robert Gold

ADE ESS Deputy Associate Superintendent of Special Education – Angela Denning

ADE ESS Director of Federal Initiatives – Lisa Yencarelli

ADE ESS Director of State Initiatives – Melissa De Vries

ADE ESS Director of Program Support and Monitoring – Maura Mall

ADE ESS Director of Operations – Cyndi Bolewski

ADE ESS Director of Finance – Connie Hill
 ADE ESS Director of PLS Recruitment and Retention – Lisa Aaroe
 ADE ESS Director of Professional Learning and Sustainability – Oran Tkatchov
 ADE ESS Director of Special Projects – Alissa Trollinger
 ADE ESS Director of 21st Century Programs – Cindy Trejo
 ADE School Improvement DAS – Laura Toenjes
 ADE School Improvement Director of Evaluation and Cross Division Collaboration – Scott Maxwell
 ADE Early Childhood DAS – Amy Corriveau
 ADE Director of Early Childhood Special Education – Nicol Russell
 ADE ESS Director of Alternative Assessments – Audra Ahumada
 ADE ESS Community of Practice Coordinator – William McQueary
 Raising Special Kids Director of Family Support and Education – Christopher Tiffany
 Department of Economic Security/Arizona Early Intervention Program Executive Director – Karie Taylor
 ADE K–12 Standards
 ADE Research and Evaluation
 ESS SSIP Workgroup
 Special Education Advisory Panel
 Mountain Plains Regional Resource Center
 IDEA Data Center
 National Center for Systemic Improvement (NCSI) – Silvia DeRuvo
 Technical Assistance for Excellence for Special Education (TAESE) – John Copenhaver

- ***The relevant representatives are committed to support the implementation of Phase II of the SSIP.***

ADE Superintendent of Public Instruction – Diane Douglas
 ADE Deputy Superintendent of Programs and Policy – Jennifer Johnson
 ADE Associate Superintendent of Highly Effective Schools – Robert Gold
 ADE ESS Deputy Associate Superintendent of Special Education – Angela Denning
 ADE Highly Effective Schools Deputy Associate Superintendent Leadership (ESS, Title 1, School Improvement and Intervention, Office of English Language Acquisition Services, Career and Technical Education, Homeless, Refugee, and Special African American Outreach, Migrant and Special Latino Outreach, Native American and Indian Education Outreach)
 ADE ESS Director of Federal Initiatives – Lisa Yencarelli
 ADE ESS Director of State Initiatives – Melissa De Vries
 ADE ESS Director of Program Support and Monitoring – Maura Mall
 ADE ESS Director of Operations – Cyndi Bolewski
 ADE ESS Director of Finance – Connie Hill
 ADE ESS Director of PLS Recruitment and Retention – Lisa Aaroe
 ADE ESS Director of Professional Learning and Sustainability – Oran Tkatchov
 ADE ESS Director of Special Projects – Alissa Trollinger
 ADE ESS Director of 21st Century Programs – Cindy Trejo
 ADE School Improvement DAS – Laura Toenjes
 ADE School Improvement Director of Evaluation and Cross Division Collaboration – Scott Maxwell
 ADE Early Childhood DAS – Amy Corriveau

ADE Director of Early Childhood Special Education – Nicol Russell
 ADE ESS Director of Alternative Assessments – Audra Ahumada
 ADE ESS Community of Practice Coordinator – William McQueary
 Raising Special Kids Director of Family Support and Education – Christopher Tiffany
 Department of Economic Security/Arizona Early Intervention Program Executive Director – Karie Taylor
 ADE School Improvement and Intervention Unit
 ADE Title I Unit
 ADE K–12 Standards Unit
 ADE Research and Evaluation Unit
 ADE Early Childhood Unit
 ESS SSIP Workgroup
 Special Education Advisory Panel
 IDEA Data Center
 National Center for Systemic Improvement (NCSI) – Silvia DeRuvo
 Technical Assistance for Excellence for Special Education (TAESE) – John Copenhaver
 NAU, Institute of Human Development
 Arizona Technology Access Project (AzTAP)
 Rehabilitation Services Administration, Vocational Rehabilitation
 Division of Developmental Disabilities
 Louisiana State University (EDISA development)
 University of Kansas, Center for Learning (STMP/CCRTT development and implementation)

2(f) A description of stakeholder involvement in the analysis of the State’s infrastructure.

- ***Multiple internal and external stakeholders were involved in analyzing the infrastructure.***

Meaningful stakeholder engagement is a priority for ADE and is a critical element of all ADE initiatives. The infrastructure analysis was conducted in conjunction with the data analysis. Stakeholders involved in this process include: the Special Education Advisory Panel (SEAP), local education agency (LEA) administrators, Directors Institute attendees, secondary transition groups, early childhood groups, Arizona’s Parent Training and Information Center—Raising Special Kids, county director meetings, Exceptional Student Services leaders, and institutes of higher education (IHEs).

ESS engaged with stakeholder groups to analyze the current ESS infrastructure and gather input on what supports stakeholders felt would be needed in order to better support LEAs. ESS sought the ideas of educators, parents, and community members using an in-person focus group model. Meetings were held in Flagstaff, Phoenix, and Tucson. Each region held groups resulting in a total of 17 focus group meetings. Stakeholders present at these meetings comprised various roles: persons with disabilities, parents of students with disabilities, general education administrators, general education teachers, special education administrators, special education teachers, outside agency providers, and representatives from institutes of higher education. In addition to the regional community focus groups, ESS also gathered input from the Special Education Advisory Panel, local county special education directors, the ESS internal SSIP workgroup, stakeholder groups in partnership with Arizona’s PTI—Raising Special Kids, and preschool stakeholder groups led by the ADE Early Childhood unit.

Stakeholder Group	Date(s)
ADE ESS Unit Director Meetings	4/18/13, 5/1/13, 6/5/13, 7/3/13, 8/7/13, 9/4/13, 10/2/13, 11/6/13, 12/4/13, 2/5/14, 5/14/14, 6/5/14, 7/17/14, 8/5/14, 9/4/14, 10/16/14, 11/13/14, 12/4/14, 1/6/15
SEAP	11/19/13, 6/17/14, 9/16/14, 11/18/14
ESS internal SSIP workgroup	5/27/14, 6/13/14, 7/8/14, 7/28/14, 11/12/14, 12/3/14
Pima County Special Education Director Meeting	8/22/14
Cochise County Special Education Director Meeting	8/21/14
Graham/Greenlee County Special Education Director Meeting	10/1/14
Santa Cruz County Special Education Director Meeting	10/21/14
Pinal County Special Education Director Meeting	10/23/14
Directors Institute	8/27/13, 9/24/14
Tucson Regional Community Focus Groups	9/11/14, 10/24/14, 11/6/14
Flagstaff Regional Community Focus Groups	9/25/14, 11/3/14
Phoenix Regional Community Focus Groups	9/19/14, 10/20/14, 11/21/14
Early Childhood Focus Groups	10/20/14, 11/4/14, 11/17/14, 12/1/14, 12/17/14

Infrastructure Analysis Summary (Connecting the dots to the SIMR)

The ESS infrastructure up to this point supported a compliance-dominant system. In order to increase the percentage of students with specific learning disabilities in grades 3-8 passing on the State reading assessment in the Focus and Pre-Intervention schools, ESS will need to significantly restructure and repurpose staff. ESS will also need to partner with School Improvement and Intervention to develop a system to train LEA leaders in effective school systems. The EDISA initiative will need modifications to strengthen the support to LEA teams in the analysis and use of their data to improve reading proficiency. ESS will need to partner with the K–3 Literacy section to scale up Teaching Reading Effectively (TRE) and Language Essentials for Teachers of Reading and Spelling (LETRS) trainings to ensure that all educators are knowledgeable in the use of evidence-based reading strategies. Finally, ESS will need to support LEAs in creating professional development plans for all teachers that include ongoing support to ensure the implementation of evidence-based reading practices with fidelity.

Component #3: SIMR

Elements:

3(a) The State has a SIMR and the SIMR is aligned to an SPP/APR indicator or a component of an SPP/APR indicator.

Arizona's SIMR: To increase the percentage passing on the State reading assessment for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of Focus and Pre-Intervention schools. This SIMR is aligned with Indicator 3C, reading proficiency.

3(b) The SIMR is clearly based on the data and State infrastructure analyses.

- ***The SIMR is based on the data and infrastructure analyses.***

Arizona's SIMR was developed based on the data and infrastructure analysis as described in Components #1 and #2 of this document. This analysis began in 2013 and included compliance and indicator data, fiscal data, assessment data, and data from other divisions within the department. The analysis led to a special study of LEAs that showed high performance for students with disabilities on assessments. It also included a complete assessment of the infrastructure operational in the department so that overlap of functions and the burdens placed on LEAs could be reduced.

- ***The SIMR is aligned with current agency initiatives or priorities.***

Arizona's SIMR is aligned with Arizona's Move On When Reading initiative and applies to issues described in the ESEA waiver—reading progress for students in schools designated as Focus and Pre-Intervention schools.

- ***The State engaged in a systematic process to select the SIMR.***

Arizona used a systematic process to select the SIMR. Arizona began the analysis by looking at the State's performance as a whole and gradually worked through the data and infrastructure analysis to arrive at the SIMR. The process is described in Components #1 and #2.

3(c) The SIMR is a child-level outcome in contrast to a process outcome.

- ***Addressing the SIMR will have an impact on improving results for children with disabilities within the State.***

Addressing the SIMR will have an impact on improving results for children with disabilities within the state. Increasing reading proficiency can also lead to improved graduation and dropout rates and postsecondary outcomes. Students who are successful stay in school; and graduates have more opportunities for success in life.

- ***If the State selects a SIMR that focuses on improving a result for a subset of districts/programs or populations, then the State provided an explanation of why improving that result for that subset of districts/programs or population would improve that result on a State-wide basis.***

Arizona selected a SIMR that focuses on a subset of the LEAs and a subset of the special education population based on feedback from stakeholders and input from OSEP during the agency's visit in November 2014. In addition, analysis of the data demonstrated the necessity to engage general educators in the work of improving the reading achievement of students with disabilities, since this population receives the majority of instruction in the general education setting. ESS partnered with School Improvement to identify the LEAs and schools where leverage could be used to engage all staff, general educators and special educators in improvement. The LEAs have been targeted because of past performance and the need to improve the reading proficiency in that subset of LEAs; the performance of students with specific learning disabilities, who have performed lower than other disability categories in the special education population on reading assessments, has also been targeted. Arizona proposes that this focus will eventually lead to improved reading proficiency for all students statewide. While Arizona has chosen to measure performance for a subset of LEAs and a subset of special education students, the implementation of the improvement strategies will occur statewide. The data in the subset has a higher likelihood of showing increased results before an increase in a statewide measure is demonstrated.

3(d) The State provided a description of stakeholder involvement in the selection of the SIMR.

- ***Multiple internal and external stakeholders were involved in selecting the SIMR.***

Many of the same stakeholders involved in selecting the SIMR were also involved in the data analysis and infrastructure analysis. ESS considered input from all stakeholders before deciding on the SIMR. Stakeholders involved in this process include: the Special Education Advisory Panel (SEAP), local education agency (LEA) administrators, secondary transition groups, early childhood groups, Arizona's Parent Training and Information Center—Raising Special Kids, county special education administrators, the ADE School Improvement and Intervention unit, ESS leaders, and ESS SSIP workgroup members.

3(e) The State provided baseline data and targets that are measurable and rigorous (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018, with the FFY 2018 target reflecting measurable improvement over the FFY 2013 baseline data.

Baseline Data: 14.2%— percent passing on the state assessment in reading for students with a specific learning disability in grades 3–8 in the FFY 2014 cohort of Focus and Pre-Intervention schools.

Targets

FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
14.4	14.8	15.8	19.8	25.0

The baseline and trend data for this indicator are based on the previous State assessment, Arizona's Instrument to Measure Standards (AIMS). The targets selected are ambitious yet reasonable based on the available data. In FFY 2014, Arizona is administering a new State assessment Arizona's Measurement

of Educational Readiness to Inform Teaching (AzMERIT). Stakeholders are aware that new baseline and targets will be set for this indicator as new trend data become available.

Component #4: Selection of Coherent Improvement Strategies

Elements:

4(a) A description that demonstrates how the improvement strategies were selected and will lead to a measurable improvement in the State identified result(s).

- ***The improvement strategies are based on the data and infrastructure analyses.***

The leadership team from ESS, School Improvement, Title I, and K–3 Literacy met to review data, infrastructure, root causes, and improvement strategy suggestions that were gathered from all the stakeholder groups. There was significant overlap and recurring themes from all groups. The four main themes found in the root cause analysis are (1) effective leaders, (2) data analysis and use for instruction, (3) teacher training in evidence-based reading practices, and (4) ongoing support for implementation. When looking at these four themes, it is evident that the strategies selected must encompass all educators and systems and not focus solely on special education. The four themes align to the results of the High-Performing Project: leadership, data-driven decisions, and effective instruction in core content.

Strategies were selected based on the four themes and analyzed and rated using the the State Implementation & Scaling-up of Evidence-based Practices (SISEP) Hexagon Tool. The Hexagon tool helps groups systematically evaluate new and existing interventions by evaluating six broad factors:

1. Needs of individuals; how well the program or practice might meet identified needs
2. Fit with current initiatives, priorities, structures and supports and parent/community values
3. Resource availability for training, staffing, technology supports, data systems, and administration
4. Evidence indicating the outcomes that might be expected if the program or practices are implemented well
5. Readiness for replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
6. Capacity to implement as intended and to sustain and improve implementation over time.

All strategies scored high in the area of need and fit, with mid scores for the area of resource availability. The lowest scores were in the areas of evidence and readiness for replication and capacity to implement. It was determined that the selected improvement strategies are appropriate and viable.

Theme	Improvement Strategy	Data/Infrastructure Basis	Hexagon Tool Scores
Leadership	Develop highly effective leaders by providing a Leadership Development Project	High-Performing Project data identified effective leadership as one of the trends of successful	Need—5, Fit —3, Resource Availability—3, Evidence —2, Readiness for

	(ELEVATE!) in partnership with other ADE divisions (Title I, School Improvement)	schools. Infrastructure analysis identified a lack of leadership trainings and supports offered by ADE.	Replication—3, Capacity to Implement—2
Data analysis and use	Data-use framework Examining Data to Improve Student Achievement (EDISA)	NAEP scores are stagnant; gap exists between reading scores of students with disabilities and students without disabilities; AIMS reading scores show limited growth. Professional development requests from constituents on data analysis and data use and surveys to administrators and educators identify “Use of Data” as an area of need.	Need—5, Fit —5, Resource Availability—4, Evidence —4, Readiness for Replication—2, Capacity to Implement—3
Building educator effectiveness in the use of evidence-based literacy practices through professional development	Professional development for teachers in evidence-based literacy practices using Teaching Reading Effectively (TRE) and Language Essentials for Teachers of Reading and Spelling (LETRS)	Reading scores for students with disabilities are low with the lowest performing students those identified with specific learning disabilities. Focus groups consistently identified lack of training for teachers. Current state reading initiatives (MOWR, Read On AZ) are all supported by current infrastructure.	Need—5, Fit —5, Resource Availability—3, Evidence —1, Readiness for Replication—3, Capacity to Implement—3
Implementation support and assistance	Professional development plan for all teachers that includes job-embedded coaching and implementation checks	NAEP results, state assessment scores in reading, MOWR needs assessments, and surveys to constituents requesting ongoing PD in reading strategies indicate the need for support. Infrastructure analysis based on implementation science shows strengths in ongoing systematic PD strategies and a weakness in guidance for the	Need—5, Fit —4, Resource Availability—3, Evidence —4, Readiness for Replication—2, Capacity to Implement—3

		structure of a system for PD.	
--	--	-------------------------------	--

4 (b) A description that demonstrates how the improvement strategies are sound, logical, and aligned.

- ***The strategies are sound, logical and aligned with the SIMR and lead to a measurable improvement in the State identified result(s).***
- ***Current State initiatives were considered in developing the improvement strategies***

The selected improvement strategies are all proven methods to improve student outcomes and are all linked to current initiatives and activities. The leadership strategies come directly from the current work in School Improvement and Intervention through the implementation of Arizona’s School Improvement Grant (SIG). This work aligns to the results found in the High-Performing Project regarding the impact of effective leadership on improved student results.

ADE’s Title I School Improvement and Intervention section is working with the University of Virginia’s Darden/Curry Partnership for Leaders in Education, in collaboration with Southwest Comprehensive Center at WestEd, to provide school turnaround leadership training for leadership teams at schools in “Priority” status. The UVA program is dedicated to establishing the school system conditions that set the stage for change and build leadership capacity to achieve quick change.

In addition, Title I, SII, ESS, Standards, Highly Effective Teachers and Leaders, along with external partners—WestEd and Leadership Alliance through Arizona’s three Universities, are working together to create a leadership development opportunity—ELEVATE! Implementing ELEVATE! will allow Arizona to provide leadership development opportunities that incorporate the methods in UVA-STP to LEAs and their schools that are customized for Arizona and are provided at a cost savings. ELEVATE! Arizona’s Leadership Network is designed to educate and empower LEA leaders and principals to focus on improving teaching and learning that results in significant gains in student achievement.

EDISA was developed through an initial partnership with the Data Accountability Center and more recently with Louisiana State University (LSU) to build the capacity of LEAs to utilize the continuous improvement process to improve student outcomes in reading. The current form of EDISA is a transformation from its earlier versions (TIERS and DART) and pilot project with the OSEP-funded Data Accountability Center. Revisions to the project were necessary to meet the needs of LEAs and achieve state and local goals.

During working sessions, ADE and LSU staff provide the participating school and district teams with their reading data for grades 3–8. The teams analyze their data, identify problem areas, and formulate questions and hypotheses, which are then used to design implementable strategies to resolve the identified problem. LSU supported ESS and provided assistance to build the capacity of ESS staff to take over the initiative. ESS will be fully responsible for the design and implementation of EDISA in FFY 2015.

The Teaching Reading Effectively (TRE) course is currently offered to support the Move On When Reading initiative in A.R.S. §15-701. –The content includes current research and evidence-based practices that are necessary for the development of technical skills in reading, along with academic vocabulary and deep comprehension. All important components of an effective comprehensive reading program designed to develop proficient readers, competent writers, and critical thinkers are included in

the training. TRE is considered the foundation knowledge that leads to Language Essentials for Teachers of Reading and Spelling (LETRS).

The LETRS content is designed as a course of study that connects research to practice. LETRS addresses fundamental topics in literacy and the instructional practices best supported by research. LETRS training provides excellent information for pre-K–5 teachers and special education teachers, pre-K–12. LETRS was created by Dr. Louisa Moats, internationally known reading expert, teacher, psychologist, and researcher on the topics of reading, spelling, language, and teacher preparation. The expected outcome for educators participating in TRE and LETRS is to build educators' capacity to provide highly effective reading instruction in their classrooms and improve student outcomes in English and language arts (ELA).

LETRS is the critical bridge between research and practice, providing practical knowledge to teachers at all grade levels as it addresses each essential component of reading instruction. Each LETRS course is designed to give educators the tools they need to be confident teacher leaders who seek deep learning and reflection as they prepare for the challenging work of making literacy a reality for every student.

Research by Bruce Joyce and Beverly Showers demonstrates the critical role of job-embedded professional development, such as coaching in the classroom to achieve the outcomes desired—actual implementation of new practices in the classroom. Students can only benefit from instruction and interventions that they actually receive. The ADE offerings of TRE and LETRS have components to provide job-embedded professional development and ongoing support to achieve high levels of implementation. LEAs are encouraged to apply for the Trainer of Trainers (TOT) module and develop a plan for training local teachers. ADE provides support to the LEA and the trainers to ensure that teachers receive ongoing support in the use of the evidence-based practices learned during the trainings. At this time, the TOT and PD plan are optional for LEAs. As ADE moves forward with the changes to support the SIMR, this may change to a mandatory component rather than an optional one.

4(c) A description of how implementation of improvement strategies will address identified root causes for low performance and ultimately build capacity to achieve the SIMR for children with disabilities.

- ***The likelihood that the improvement strategies will address the root causes leading to poor performance.***
- ***The extent to which the improvement strategies are based on an implementation framework and will support systemic change.***

The improvement strategies were selected to directly address the root causes of poor performance. The leadership improvement strategy will address the root causes regarding separate systems for general education and special education, developing a culture of all students, high expectations for all students, establishing collaboration between general educators and special educators, and ensuring there is ongoing support for educators to implement effective instructional practices.

EDISA is the improvement strategy selected to address the root cause of the lack of data knowledge and the use of data to make instructional decisions, as well as to address the collaboration of general educators and special educators. TRE and LETRS were selected to address the root cause of poor

instruction. TRE and LETRS will also address lack of literacy training for all teachers, teachers' lack of knowledge of evidence-based reading practices, lack of understanding of the progression of skills necessary for reading, lack of understanding of quality small group instruction, and the use of assessments and data analysis to drive instruction.

Usable Interventions, Implementation Drivers, and Implementation Stages are the implementation frameworks used during Phase I of the SSIP development. Currently, ADE is in the exploration phase of the Implementation Stages and is taking the time to explore what to do, how to do it, and who will do it. Phase II of the SSIP will include the Installation Stage. ADE will be making changes to the infrastructure, developing a training plan, training staff, developing a coaching plan, establishing the readiness of data systems, and establishing communication protocols. ADE is in the process of selecting members for the implementation teams that will continue the work of refining the improvement strategies and designing the plan for Phase II.

The improvement strategies were selected using tools specifically designed for the implementation frameworks. In order to support systemic change, ADE is taking time to ensure that the infrastructure is restructured to support the implementation of the improvement strategies.

4(d) A description of how the selection of coherent improvement strategies include the strategies, identified through the data and State infrastructure analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State identified measurable result(s) for children with disabilities.

- ***The extent to which the improvement strategies will address the areas of need identified within and across systems at multiple levels (e.g. State, LEA, school) and build the capacity of the State, LEA, and school to improve the SIMR.***
- ***The adequacy of the plan to implement and scale up the improvement strategies.***

Part of the process used in selecting the improvement strategies was to look at the systems across multiple levels to ensure that the implementation of the strategies would build the capacity of the State, LEA, and school. The theory of action was developed with the multiple levels in mind and shows the actions of the State, LEA, school, and teacher. The State will be involved in some aspect of each strategy as capacity is built within the LEA. With the increase of LEA capacity, the level of support needed from the State will be reduced and the LEA will take responsibility for implementation. All of the strategies were selected to address the needs and build capacity starting at the State level and when they are implemented with fidelity, will transfer across levels to impact teachers and students.

All of the improvement strategies were selected based on the needs identified in the data and infrastructure analysis described in detail in Components #1 and #2 of this document. The use of these strategies will improve and strengthen the State's infrastructure as changes are made to the State's system of supports to LEAs to implement evidence-based reading strategies.

Improvement Strategy	Identified in Data and Infrastructure Analysis	Level to Be Addressed	General Education Partners

Develop highly effective leaders by providing a Leadership Development Project (ELEVATE!)	Need to develop highly effective leaders who provide schoolwide systems of support that value diversity and maintain high expectations for all students through a culture of data-based decision making and collaboration focused on the implementation of consistent LETRS literacy practices for all students at their school sites	State, LEA, School	ADE Title I and School Improvement
Data-use framework—Examining Data to Improve Student Achievement (EDISA)	Need to build the capacity of LEAs to use data to drive instruction and use the continuous improvement process to improve literacy	State, LEA, School	Title I, School Improvement, Early Childhood
Professional development for teachers in evidence-based literacy practices using Teaching Reading Effectively (TRE) and Language Essentials for Teachers of Reading and Spelling (LETRS)	Need to build educator effectiveness in the use of evidence-based literacy practices	State, LEA, School, Teacher	K–3 Literacy
Professional development plan for all teachers that includes job-embedded coaching and implementation checks	Need for ongoing support for implementation of evidence-based reading strategies	State, LEA, School, Teacher	Title I, School Improvement, K–3 Literacy, Early Childhood

4(e) A description of stakeholder involvement in the selection of coherent improvement strategies.

- **Multiple internal and external stakeholders were engaged in identifying improvement activities.**

Many of the same stakeholders involved in selecting the improvement strategies were also involved in the data analysis, infrastructure analysis, and selection of the SIMR. ESS considered input from all stakeholders before deciding on the improvement strategies. Those involved in this process include these stakeholders: the Special Education Advisory Panel (SEAP), local education agency (LEA) administrators, secondary transition groups, early childhood groups, Arizona's Parent Training and Information Center—Raising Special Kids, county special education administrators, the ADE School Improvement and Intervention unit, the ADE K–3 Literacy director, ESS leaders, and ESS SSIP workgroup members. Stakeholders were given the opportunity to provide input and feedback during face-to-face meetings and through the ADE SSIP Web site.

Improvement Strategies Summary (Connecting the dots to the SIMR)

Arizona's SIMR is to increase the percentage passing on the State reading assessment for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of Focus and Pre-Intervention schools. In order to achieve this, four improvement strategies were selected.

1. Effective leadership – Develop highly effective leaders through the use of ELEVATE!
2. Data analysis and use – Use Examining Data to Improve Student Achievement (EDISA) initiative to instruct LEA teams in data analysis and use of data for decision making.
3. Effective reading instruction – Train teachers in evidence-based literacy practices using Teaching Reading Effectively (TRE) and Language Essentials for Teachers of Reading and Spelling (LETRS).
4. Ongoing support for implementation – Provide a professional development plan for all teachers that includes job-embedded coaching and implementation checks

These four improvement strategies shown above were selected to address the following root causes of low performance.

- Separate systems for general education and special education (teachers are not trained together as educators in pre-service or after employment)
- Lack of leadership support to create:
 - a culture of inclusion of all students
 - high expectations for all students
 - collaboration between general educators and special educators, especially in the use of data to make instructional decisions
 - instructional coaching for educators
- Lack of knowledge of data and use of data for instructional decisions
- Lack of literacy training for all teachers
- Lack of knowledge by teachers of evidence-based reading practices
- Lack of understanding of the progression of skills necessary for reading, understanding of quality small group instruction, use of assessments and data analysis to drive instruction
- Poor core instruction; poor specially designed instruction

- Fragmented instruction for students in special education. (students are pulled out to learn a discrete skill and once they return to the general education environment, are not generalizing the skills taught in isolation)
- ADE's compliance-focused system of supports to LEAs (reduces the amount of resources available for results)

The improvement strategies were selected based on the data and infrastructure analysis and tailored to address identified root causes for low performance; they will ultimately build capacity to achieve the SIMR for children with disabilities. In order to achieve the SIMR, significant changes will need to be made to the State's infrastructure. ADE is currently addressing these changes using the active implementation frameworks to ensure systemic change.

Component #5 Theory of Action:

Elements:

5(a) A graphic illustration that shows the rationale of how implementing a coherent set of improvement strategies will increase the State's capacity to lead to meaningful change in LEAs.



5(b) A description of how the graphic illustration shows the rationale of how implementing a coherent set of improvement strategies will lead to the achievement of improved results for children with disabilities.

- **The likelihood that the theory of action will lead to a measurable improvement in the State identified result(s).**

The theory of action shows how the actions at the state level will create change at the district level, which will lead to actions at the school level to empower teachers to implement evidence-based reading strategies in the classroom, which will then increase student achievement in reading.

- The programs that are the basis of ELEVATE! have been tested in multiple settings and have shown results by focusing on the practices and processes that help build the internal capacity necessary to initiate change and sustain success both within systems and for students' educational outcomes. ELEVATE! is based on a continuous improvement process. When it is implemented with fidelity, this model can lead to school leaders using data to drive decisions, create positive cultures, establish high expectations for all students, and provide effective support for teachers to improve reading instruction.
- Reading scores in Arizona are stagnant across the board on all State level reading assessments. It is important to empower LEAs and build their capacity to use their data to drive decisions in order to improve these results. With the assistance of the EDISA data-use framework, both school district and building-level teams are taught to analyze their data, identify an area of

need, and put forth a plan of action, which would include strategic activities for improvement and a plan for implementation of those strategies. Data analysis includes structures that encompass knowledge of assessment, effective instruction, a data-based decision making model, and interventions. Through the EDISA process, a high number of districts and schools in Arizona have identified areas of need similar to Arizona's State Identified Measurable Result.

- LETRS and TRE provide deep foundational knowledge that is not a curriculum, but provides teachers with long-term strategies that can be implemented no matter what curriculum the LEA uses. The lack of adequate training for teachers in teaching reading is a root cause of low performance. It is vitally important to provide this training to LEA-level trainers using the trainer of trainers model. Implementing LETRS and TRE would provide teachers with the knowledge of how to effectively teach reading across grade levels and reading abilities, particularly focusing on teaching strategies for students with reading challenges. Utilizing trainers already at the school level will build capacity of all staff to share in the improved outcomes of students at their schools.
- After receiving training using the trainer of trainers model, district- and school-level literacy coaches will be instrumental in the implementation of evidence-based literacy practices. Having a coach to support teachers during the learning process will lead to improved implementation accountability and better reading instruction overall. Using the EDISA process to analyze the data and identify areas of need, literacy coaches will assist teachers in recognizing next steps and providing the necessary interventions to get there.
- When teachers have the proper training and support, they are able to provide high quality reading instruction to all students. With strong leadership and robust curriculum, paired with the knowledge gained from TRE and LETRS, teachers and coaches will be able to move the needle upward for reading proficiency in Arizona.

5(c) The State describes involvement of multiple internal and external stakeholders in development of the Theory of Action.

- ***Multiple internal and external stakeholders were involved in developing the theory of action.***

Many of the same stakeholders involved in creating the theory of action were also involved in the data analysis, infrastructure analysis, SIMR, and selection of improvement strategies. ESS considered input from all stakeholders before deciding on the theory of action. Stakeholders involved in this process include: the Special Education Advisory Panel (SEAP), local education agency (LEA) administrators, secondary transition groups, early childhood groups, Arizona's Parent Training and Information Center—Raising Special Kids, county special education administrators, the ADE School Improvement and Intervention unit, the ADE K–3 Literacy director, ESS leaders, and ESS SSIP workgroup members. Stakeholders were given the opportunity to provide input and feedback during face-to-face meetings and through the ADE SSIP Web site.